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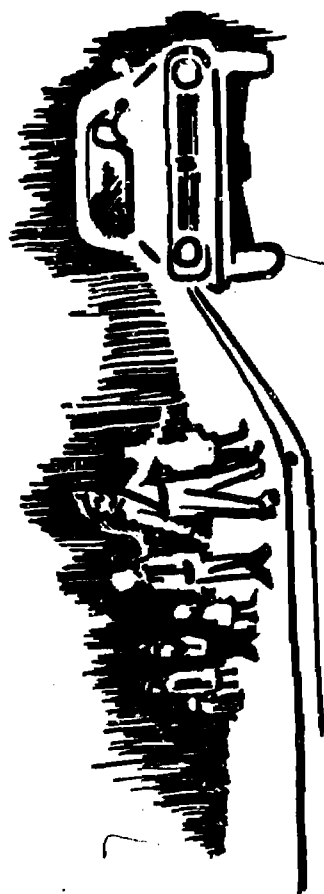
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## ABSTRACT

This guide is designed to assist the health educator in providing meaningful instruction in the area of health education. Developed by the Kokomo-Center Township Consolidated School Corporation for the purpose of uniform instruction in each class, as well as each school, it presents units of instruction in personal, physical, community, and social health for each grade level--six, seven, and eight. Individual units outline the goals to be achieved, subject matter, learning experiences, resource material, and length of time to complete the unit. Grade Six contains 13 units, Grade Seven has 16 units, and Grade Eight includes 14 units. (BL)

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# GUIDE FOR HEALTH and SAFETY IN THE MIDDLE SCHOOL 6·7·8



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Tentative Guide  
for:  
Health Education 6-7-8  
in the  
Middle School

\* \* \*

Produced by Committees of Middle School  
Health Educators - 1969 - 1970

\* \* \*

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School Education  
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Education and Services

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Kokomo-Center Township  
Consolidated School Corporation

1970

## FOREWORD

The staff members of the Kokomo-Center Township Consolidated School Corporation operate under a basic premise that curriculum development is an evolutionary process. Any staff that accepts this underlying assumption must continuously review the curriculum it seeks to implement and make those changes that will ultimately provide an improved instructional program.

Members of our Health and Physical Education Department diligently reviewed several areas of our curricular program during the 1968-69 school year. This effort was undertaken through several meetings, individual study, and a consideration of current trends in the fields studied by the participants. The end result of this study has been the development of the following curriculum guides:

- Health Education, Grades 6-8
- Health Education, Grades 9-10
- Human Physiology, Grades 11-12
- Driver Education and Safety, Grades 9-10

These guides provide for members of our staff a general framework within which an effective program can be developed. The ideas presented in these materials will be subject to continuous study and review as we seek to provide for Kokomo-Center students a program of studies that is related to their immediate and long-range needs.

The key to a sound curriculum is the teacher! Our teaching staff members and Mr. Charles J. Baer, Director, Health Education and Services, are to be commended on their continued efforts to improve curriculum.

Robert Dalton

Superintendent

## PREFACE

Health Education should seek to provide and utilize all possible learning experiences contributory to the development of desirable health habits, attitudes and knowledge.

Schools should attempt to help children to achieve and maintain a quality of mental and physical health which will add vitality to life and help to produce vigorous, self-reliant, courageous, and public-spirited individuals.

Health is generally recognized as a major objective of education. The following general objectives of Health Education coincide with those of general education.

### General Objectives:

1. Self-realization
2. Human relationships
3. Economic Efficiency
4. Civic Responsibility

### Specific Objectives:

1. To help children learn to live healthfully in a healthful community.
2. To become aware of health needs in the community.
3. To provide opportunity for the development of healthful habits, healthful attitudes, and the knowledge essential to healthful living in the particular environment.
4. To provide learning experience which will meet the needs of the total personality of the child in family school and community relationships.
5. To make students aware of problems (in) drug abuse, alcoholism and tobacco.
6. To help the child learn to become self-unrrective in the recognition and solution of his own health problems.

Dean Thompson  
Administrative Assistant  
Elementary and Middle School Education

# ACKNOWLEDGEMENTS

With sincere appreciation we acknowledge the collective efforts of all personnel of the Kokomo-Center Township Consolidated School Corporation who shared in the research, preparation, and completion of this guide.

## 6th Grade

Mr. Ronald Schafer ..... Health-Science-Educator  
Bon Air School  
Mr. Rex Friedline ..... Health-Science-Educator  
Sycamore School  
Mr. Ralph Rich ..... Health Educator  
Pettit Park School  
Mr. Ronald Smith ..... Health-Science-Educator  
Lafayette Park School  
Miss Carol Blount ..... Health Educator  
Lafayette Park School  
Mrs. Barbara Smith ..... Health Educator  
Pettit Park School

## 7th Grade

Miss Constance Grider ..... Health Educator  
Bon Air School  
Mr. John Papacek ..... Health Educator  
Washington School  
Mrs. Joyce Butler ..... Health Educator  
Bon Air School  
Mrs. Barbara Enenheiser ..... Health Educator  
Sycamore School  
Mr. Wendell Maupin ..... Health Educator  
Lafayette Park School  
Miss Patricia Thomas ..... Health Educator  
Washington School

## 8th Grade

Miss Mary J. Wickham ..... Health Educator  
Elwood Haynes School  
Miss Carol Blount ..... Health Educator  
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## INTRODUCTION

The Guide for Health Education is designed to assist the health educators in providing meaningful instruction in this area. Careful consideration has been given to the selection of content. However, the teacher may need to expand, delete, or modify certain units to meet the needs of a particular class. Although additional reference material is listed, the 6th grade Health Education course has Health For All, book six, a curriculum foundation series as the adopted textbook, 7th and 8th grades utilize Health For Life, by Gallagher, Goldberger, and Hallock as the adopted textbook, and both texts have been followed to some degree in developing specific areas of material, and should be used as a general resource for all units of instruction. The teacher should use his own judgement and integrate other materials best suited to the needs of the class.

This guide will provide a means of keeping the Health Education instruction uniform in each class, as well as each school. This will allow a closer coordination of instruction material when a student must transfer from one school to another.

KOKOMO-CENTER TOWNSHIP CONSOLIDATED SCHOOL CORPORATION

Department of Health-Education & Services

Index and Unit Time Schedule  
(Approximate Time Table)

6th Grade

- I. Personal Health - Health Practices  
5 days
- II. Community Health - Communicable Disease  
6 days
- III. Community Health - Health and Safety  
5 days
- IV. Personal Health - School Health  
3 days
- V. Personal Health - School Health Check  
8 days
- VI. Personal Health - Physical - Mental  
6 days
- VII. Family Life Education - Family Relationships  
5 days
- VIII. Family Life Education - Nutrition  
5 days
- IX. Family Life Education - Healthful Environment  
5 days
- X. Personal Health - Alcohol - Drugs - Tobacco  
15 days
- XI. Community Health - Safety  
10 days
- XII. Personal Health - Anatomy and Physiology  
12 days
- XIII. Personal Health - Health Check-Ups  
3 days



## Unit I

### Personal Health - Health Practices

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>I. To understand the progress of health through the ages.</p> <p>II. Become aware of the possible problem of working with older people.</p> <p>III. Learn of the changes occurring in the field of surgery and general medicine.</p> <p>IV. Awareness of agencies in the community that contribute to a healthy community.</p>	<p>A. Health standards.</p> <ol style="list-style-type: none"> <li>1. Past.</li> <li>2. Present.</li> <li>3. Future.</li> </ol> <p>A. Life expectancy</p> <ol style="list-style-type: none"> <li>1. Past, present, future.</li> <li>2. Men vs. women.</li> </ol> <p>A. Health team work.</p> <ol style="list-style-type: none"> <li>1. Doctors, nurses.</li> <li>2. Research.</li> </ol> <p>B. Health heroes &amp; heroines.</p> <p>A. Health information.</p> <ol style="list-style-type: none"> <li>1. School</li> <li>2. T.V.</li> <li>3. Posters.</li> <li>4. Clinic.</li> </ol>	<p>Discussion of text.</p> <p>View &amp; discuss filmstrips.</p> <p>Have class note examples of problems of older people.</p> <p>Discuss some of the obvious reasons why our health is improving.</p> <p>Have students list some of the discoveries of the famous men on pg. 16, 17.</p> <p>Discuss: Problems of <u>Limited</u> resources, inadequate food, poor sanitary conditions and lack of education.</p> <p>Note voluntary agencies that assist in improving community health Ex. Cancer Society.</p>	<p><u>Text</u> - Health for All Bk 6</p> <p><u>Filmstrip</u> - Pasteur Curie Reed Nightengale</p> <p><u>Pamphlets</u> - Curie, Reed</p> <p><u>Film</u> - Journey in Health (Adm.) A. V. Dept.</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. (continued)	<p>B. Voluntary agencies.</p> <p>1. Heart Association.</p> <p>2. Cancer.</p> <p>C. Health Inspection.</p> <p>1. Federal.</p> <p>2. State.</p> <p>3. Local.</p>		

## Unit II

### Community Health - Communicable Disease

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>Knows the importance about the transmission and prevention of communicable diseases.</p>	<p>A. Our modern community.</p> <ol style="list-style-type: none"> <li>1. Local.</li> <li>2. State.</li> <li>3. Federal.</li> </ol> <p>B. Health problems of past.</p> <ol style="list-style-type: none"> <li>1. Plague.</li> <li>2. Sanitary conditions.               <ol style="list-style-type: none"> <li>a. garbage.</li> <li>b. sewage.</li> <li>c. water supply.</li> </ol> </li> <li>3. Communicable diseases.</li> </ol> <p>A. Solving the mystery of communicable diseases.</p> <ol style="list-style-type: none"> <li>1. Microbes.               <ol style="list-style-type: none"> <li>a. bacteria.</li> <li>b. fungi.</li> <li>c. viruses.</li> <li>d. protozoa.</li> </ol> </li> </ol>	<p>Show and discuss film, "How Disease Travels".</p> <p>Assign reports on conquest of disease. (Study of microbes).</p> <p>Use micro slides to witness microbe action.</p> <p>Discuss community efforts in prevention of disease by proper sanitation.</p>	<p><u>Film</u> -</p> <p>"Health Heroes: The Battle Against Disease"</p> <p>"Community Health and You"</p> <p>"How Disease Travels"</p> <p>State Board of Health</p> <p><u>Pamphlets</u> -</p> <p>Health Heroes (Reed, Pasteur and Nightengale)</p> <p>Control of Bedbugs</p> <p>Control of Mosquitoes</p> <p>Control of cockroaches</p> <p><u>Filmstrips</u> -</p> <p>Health Heroes</p> <p><u>Equipment</u> -</p> <p>Micro Slides</p>

II. Learns the contributions to our present day knowledge of the role of microbes in connection with diseases. (The improved ways of medical researches and apparatus used within).

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. Learns and interprets experiments on microbes.	<p>A. Scientists in the field of communicable disease.</p> <ol style="list-style-type: none"><li>1. Leeuwenhoek.<ol style="list-style-type: none"><li>a. microbes.</li><li>b. tiny animals.</li></ol></li><li>2. Spallanzani:<ol style="list-style-type: none"><li>a. experiments in cultures.</li><li>b. microbe reproduction (simple fission)</li></ol></li><li>3. Louis Pasteur.<ol style="list-style-type: none"><li>a. relationship of microbe to disease.</li><li>b. pasteurization.</li></ol></li><li>4. Lister.<ol style="list-style-type: none"><li>a. antiseptic.</li></ol></li><li>5. Jenner.<ol style="list-style-type: none"><li>a. vaccines.</li></ol></li></ol>		

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	6. Koch. a. classification of bacteria. b. specific cause for T.B.		
IV. Knows the relationships between sanitation and prevention of disease.	A. Modern sanitation. 1. Water purification. 2. Sewage treatment. 3. Food and milk inspection. 4. Controlling insects and animals. 5. Air pollution.		

### Unit III

#### Community Health - Health and Safety



OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>I. Knows that various health services are active in the support of community health and safety.</p>	<p>A. Community health education.</p> <p>1. Physical health.</p> <p>B. Community health department.</p> <p>1. Keep records.</p> <p>2. Controls communicable diseases.</p> <p>3. Provides nursing service.</p> <p>4. Maintains clinics &amp; provides medical services.</p> <p>5. Improves sanitary conditions.</p> <p>6. Provides laboratory services.</p> <p>7. Provides up-to-date information.</p> <p>A. Know the services that help promote mental health.</p>	<p>Discuss sources of health education.</p> <p>List some of the services provided by the health department.</p> <p>Have students report on health careers.</p>	<p><u>Filmstrip</u> - Tommy and his Health Department (Adm. Bldg.)</p> <p><u>Film</u> - Anyone At All State Board of Health</p>
<p>II. Develops an attitude to attain personal and community mental health.</p>		<p>Discuss questions on page 96.</p>	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)  III. Understand values of safety in connection with health.	B. Mental health can be attained by communities as well as individuals.  A. Planning for community safety. 1. Police, fire and health protection.	Panel discussion on responsibilities that individuals have in maintaining a safe community.	<u>Pamphlet</u> - Teacher-Student Accident Prevention Can Be Learned  Prevent Accidents in Your Home

## Unit IV

### Personal Health - School Health

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows and appreciates the values of school.	A. Personal health - school health. 1. Purpose of school. a. mental development. b. understanding of oneself. c. added interest in world.	Have students write a paragraph on "Why We Have Schools". Discuss pages 105-111. Review some of the ways pupils have mentioned in which school is helping them make the most of themselves.	Film You and Your Helpers State Board of Health
II. Learn how schools help maintain good physical health.	A. Health provisions in school. 1. Lunch program. 2. Cleanliness. 3. Classroom furniture. 4. Lighting. 5. Health facilities. 6. Classroom temperature.	Have each pupil prepare a report on how his school promotes physical health.	

## Unit V

### Personal Health - School Health Check

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OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	<p>C. Healthy teeth.</p> <ol style="list-style-type: none"> <li>1. Diet.</li> <li>2. Brushing.</li> <li>3. Fluorides.</li> <li>4. Cleaning.</li> </ol> <p>D. Growth.</p> <p>E. Gum problems.</p>		<p><u>Pamphlets</u> -(Student)</p> <p>Toothbrushing</p> <p>Teens and the Teeth</p> <p>(Adm.)</p>



## Unit VI

### Personal Health - Physical - Mental

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Develop an awareness that keeping oneself physically fit is essential for a sound body.	A. Physical fitness. 1. Exercise. 2. Athletic events. 3. Recreation.	Define physical fitness. Discuss need for habits that promote a physically fit body.  Permit students to demonstrate "Stunts and Exercises Already Learned".  Have students write report on how school, home or community contributes to mental growth.  Discuss hobbies and have student exhibit.  Have panel relate to self-interest and universal interest.  Invite mental health worker to speak to class.	Films - "Mental Health" "Exercise and Health" "You and Your Friends" (State Board of Health)  Filmstrips - "What Makes a Winning Athlete?"
II. Understands the need for good mental and social attitudes.	A. Mental growth. 1. Attitudes. 2. Self-interest. 3. Universal interest.		
III. Understands the need to face success on failure realistically.	A. Inventory of personalities. 1. Success vs. failure. 2. Developing sensitivity.	Discuss what does understanding yourself mean?  Discuss p. 128-129. Have students either orally or written finish story on page 129.	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)		<p>Discuss tests and how they help.</p> <p>Discuss what Ben might do about his failure on test.</p> <p>Write out answers to "What Do You Think" quiz.</p>	<p><u>Text -</u></p> <p>Health for All Book 6</p>

## Unit VII

### Family Life Education - Family Relationships

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>I. Appreciates the importance of family in our society.</p>	<p>A. Sharing resources within the family.</p> <ol style="list-style-type: none"> <li>1. Children treated alike?</li> <li>2. Getting along with adults.</li> <li>3. Getting along with brothers and sisters.</li> </ol>	<p>Discuss why you think brothers and sisters quarrel.</p> <ol style="list-style-type: none"> <li>1. Can some quarrels solve problems?</li> <li>2. How do quarrels get started?</li> <li>3. How can quarrels be stopped?</li> </ol>	<p><u>Filmstrips</u> - Living With Your Family (Adm.)</p>
<p>II. Knows and accepts role in family.</p>	<p>A. Individual's role and responsibility in family.</p> <ol style="list-style-type: none"> <li>1. Home.</li> <li>2. School.</li> <li>3. Community.</li> </ol>	<p>Discuss what is your answer p. 155 (text).</p> <p>Dramatize aspects of discussion.</p>	<p><u>Film</u> - "The Family" State Board of Health</p>

**Unit VIII**

**Family Life Education - Nutrition**

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows that different foods are needed for the growth and maintenance of good health.	A. Balanced diet. 1. Preparation. 2. Selection. a. cost. b. quality.	Define nutrition. Discuss: 1. Good shopper. 2. Cooking and nutrition. 3. Menu planning.	<u>Films</u> - "Food that Builds Good Health" (Adm.) "It's All in Knowing How" (Adm.) "Menu Planning" (Adm.)
II. Chooses and eats a variety of foods.	A. Appetizing menus. B. Eating habits. C. Profits of good nutrition. D. Malnutrition. E. Nutrients.	Have students report on their own cooking experience. Study health words. Have students keep food record for several days. (Evaluate)	<u>Pamphlets</u> - Better Food-Better Children (Adm.) Eat a Good Breakfast (Adm.) <u>Filmstrip</u> - Food for Health (Adm.)

## Unit IX

### Family Life Education - Healthful Environment



OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows his responsibility in the care of the sick at home.	A. Home nursing. 1. Be helpful and courteous. 2. Taking temperature. a. know how to read. b. know how to use. B. Nutritional guidance. 1. Diet. (appropriate to illness) 2. Attractive meals. 3. Handle utensils of the ill with care.	Students might dramatize correct ways of caring for the sick.  Use clinical thermometer to demonstrate use and care. (School nurse might assist)  Discuss how to be a good home nurse.  Discuss patient nutrition.	<u>Pamphlet</u> - (teacher) Florence Nightingale Accident Prevention Can Be Learned. <u>Pamphlet</u> - (student) Prevent Accidents in Your Home <u>Film</u> - "Make Your Home Safe" (State Board of Health)
II. Practices safety at home all the time.	A. Safety at home. 1. Why safety is important. 2. Potentially dangerous places. 3. Statistics. 4. Precautions. 5. Rules to remember.	Discuss safety in all areas of the house (bathroom, kitchen, etc.)  List hazards found in home.  Have students list precautions to take at home.	

## Unit X

Personal Health - Alcohol - Drugs - Tobacco

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>I. To realize that behavior patterns influence present and future health.</p>	<p>A. More freedom and self-direction come with maturity.</p> <ol style="list-style-type: none"> <li>1. The importance of changing roles that come with growing up.</li> <li>2. Increasingly responsible behavior.</li> <li>3. Ability to make wise decisions.</li> </ol> <p>B. The effect of behavior patterns on total health.</p> <ol style="list-style-type: none"> <li>1. Good nutrition, adequate sleep, rest, exercise are basic to health.</li> <li>2. Regular medication for the normally healthy usually is unnecessary, e.g., overuse of vitamins and aspirin.</li> <li>3. Early established habits of courtesy contribute to social acceptance.</li> </ol>	<p>Identify the necessity of assuming responsibility for personal behavior.</p> <p>Request students to write a paper on how a good breakfast sets the stage for a good day.</p> <p>Discuss how to cope with minor aches and pains.</p> <p>Analyze why students like their best friends.</p>	<p><u>Pamphlet -</u> Eat a Good Breakfast (Adm.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. (continued)	<p>4. Ability to accept and adjust to reality contributes to personal happiness and stability.</p> <p>5. Early formed behavior patterns may be long lasting, even lifelong.</p> <p>6. Easily formed practices may be difficult or impossible to change.</p> <p>C. Effect of attitude upon behavior.</p> <p>1. Individual.</p> <p>a. self-respect.</p> <p>b. respect and concern for others.</p> <p>c. health practices.</p> <p>2. Social.</p> <p>a. relationships at home.</p> <p>b. relationships outside the home: in school, work and leisure activities.</p>	<p>Have students discuss early formed habits that often become lifelong.</p> <p>Which are desirable?</p> <p>Identify personal habits student would like to change.</p> <p>Ask students to discuss habits they have tried to break; the success they had. Try to explain.</p> <p>Discuss with students the meaning of attitude and how it can change behavior; influence health.</p> <p>Organize student groups to discuss how to cope with feelings of loneliness, isolation, worthlessness, anger and the need to escape.</p>	<p><u>Pamphlet</u> - (student)</p> <p>Glue Sniffing: Big Trouble In a Tube. (Adm.)</p> <p><u>Filmstrip</u> -</p> <p>"Family Problems of Young Teens" (Adm.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>I. (continued)</p> <p>II. To know and appreciate that drugs, properly used, have many benefits.</p>	<p>3. Vocational.</p> <p>a. enthusiasm for work, play and/or study.</p> <p>b. ability to weather adversity in tasks.</p> <p>D. Impact of current behavior patterns.</p> <p>1. Profound influence on daily activities.</p> <p>2. Indication of future behavior patterns.</p> <p>3. Influence on future behavior.</p> <p>a. present misuse or abuse of substances that may be harmful may have serious health consequences, e.g., long-term overuse or abuse of alcohol, other drugs, or other substances that may be dangerous.</p> <p>A. Progress in treatment and prevention of disease and in the maintenance of health.</p>	<p>Ask students to evaluate personal behavior patterns as they relate to future ambitions.</p> <p>Have students write a paper on the relation of current behavior and future ambition entitled: "As The Twig Is Bent, the Tree Inclines."</p> <p>Prepare and administer a pretest to determine the knowledge of students about drugs.</p>	<p>Filmstrip -</p> <p>"Drugs Helpful and Harmful" (Adm.) Kit</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>II. (continued)</p>	<p>1. The scourge of disease from ancient civilization to the present. In some parts of the world, there are still areas of endemic.</p> <p>2. The constant struggle to conquer disease and improve life.</p> <p>B. Effects of drugs on life and health.</p> <p>1. Prevention of disease through vaccination and immunization.</p> <p>a. smallpox (last recorded case in USA in 1949).</p> <p>b. diphtheria.</p> <p>c. polio.</p> <p>d. measles.</p> <p>e. cholera.</p> <p>f. pertussis.</p> <p>g. tetanus.</p> <p>h. influenza (some types)</p> <p>i. mumps.</p> <p>j. plague.</p> <p>k. rabies.</p> <p>l. typhoid.</p> <p>m. typhus.</p> <p>n. rubella.</p> <p>o. yellow fever.</p>	<p>Compare treatment of disease in the Middle Ages with modern treatment.</p> <p>Show filmstrip on Drugs.</p> <p>Ask students to use a dictionary to differentiate between vaccination and immunization.</p> <p>Review the story of Jenner's discovery of smallpox vaccine.</p> <p>Compare frequency of past polio cases prior and following the discovery of polio vaccine--story of Jonas Salk.</p> <p>Study and report how drugs affect the various systems of the body, e.g. skeletal, endocrine, nervous, etc.</p>	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>III. Knows general effect of cigarette smoking on body.</p>	<p>A. Physiology and anatomy of cells important to growth of body abnormal cell growth.</p> <p>B. Cilla.</p> <p>1. What they do for us.</p> <p>C. Upper respiratory system and breathing process.</p> <p>1. Need for oxygen in body to carry on "combustion" to give energy to body.</p>	<p>Try to discover when the habit was established, etc. Then try to break it.</p> <p>Discuss feeding of own dogs, cats, etc. Do they expect food at a certain time, etc.</p> <p>Students can collect water from ponds, lakes, rivers, aquariums, etc., and examine for contents.</p> <p>Show film, "From One Cell."</p> <p>Induce abnormal cell growth on tomato plants.</p> <p>Walk around area searching for abnormal plant growths, then consult references to learn more about them.</p> <p>Use charts of upper respiratory system.</p> <p>Experiment with plants to show effects of air, polluted air and lack of air.</p> <p>Experiment with actual combustion to show effects of varying amounts of air.</p>	<p><u>Booklets</u> - (Teacher references)</p> <p>Cigarettes &amp; Health Cancer Facts &amp; Figures Smoking &amp; Lung Cancer Tobacco and Health (Adm.)</p> <p><u>Pamphlets</u> -</p> <p>Cigarette Smoking &amp; Lung Cancer</p> <p>AAHPER Leadership Development</p> <p>Cigarettes and Health</p> <p>What's New on Smoking in Films</p> <p>Children and Smoking</p> <p>Cigarette Smoking the Facts</p> <p>Shall I Smoke?</p> <p>The Facts About Smoking and Health</p> <p>(Adm. Building)</p> <p><u>Manikin</u> -</p> <p>"Modern Millie" (Adm.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	<p>D. Results and effects of -</p> <ol style="list-style-type: none"> <li>1. Impairment to function of upper respiratory system.</li> <li>2. Body not supplied with oxygen.</li> </ol> <p>E. Composition of cigarettes.</p> <ol style="list-style-type: none"> <li>1. Tobacco filter and paper. Plant grown in ground, then cured.</li> <li>2. Chemicals used while growing and curing.</li> </ol> <p>F. Composition of tobacco smoke. Burning results in flame and smoke, (unburned or partially burned solids and gases.)</p> <ol style="list-style-type: none"> <li>1. Mixture of compounds some of which are nicotine, carbon dioxide and carbon monoxide, ammonia, arsenic, etc.</li> </ol> <p>G. Effects of inhalation of smoke on upper respiratory system.</p> <ol style="list-style-type: none"> <li>1. Paralysis of cilia.</li> </ol>	<p>Demonstrate lung activity with balloon in jar demonstrator.</p> <p>Experiment with growing and curing any plant with broad leaves.</p> <p>Use solution made by soaking tobacco in water, to spray plants and/or insects. Note effects. Discuss results, relate them to body.</p> <p>Collect smoke with a Smoking machine (student can design one) and test for various gases. Ask a chemist, or chemistry teacher how one would conduct such an experiment. (Modern Millie)</p> <p>Microscopic examination of cilia under effects of cigarette smoke can be observed.</p>	<p>Film -</p> <p>"From One Cell" (Adm. Audio/Visual)</p>



OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>III. (continued)</p>	<p>2. Shortening of cilia length which causes Increase in mucus production. Increase in size of mucus glands.</p> <p>H. Physiological changes in heart and circulatory system.</p> <ol style="list-style-type: none"> <li>1. Effects of nicotine on circulatory system.</li> <li>2. Heart beat of smoker during smoking averages 10 beats more per minute.</li> <li>3. One cigarette can speed up the heart beat from 20-50 extra beats per minute.</li> <li>4. Effects of one cigarette on heart beat lasts an average of 10-30 minutes.</li> <li>5. Blood pressure rises due to smoke inhalation.</li> </ol>	<p>Review circulatory system and its functions. (arteries, veins and capillaries)</p> <p>Obtain an adult volunteer to have heart beat taken, before, during and after smoking. Also can be heard through stethoscope.</p>	<p><u>Teacher Resource Handouts -</u></p> <p>Shall I Smoke</p> <p>Best Tip Yet</p> <p>I'll Choose the High Road</p> <p>Where There's Smoke (Adm.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>III. (continued)</p>	<p>6. Nicotine decreases blood flow to the skin, therefore, skin temperature decreases 4°F or more. Lasts from 30-45 minutes after one cigarette.</p> <p>7. Contraction of smaller blood vessels therefore, heart works harder to supply necessary blood.</p> <p>I. Nicotine also effects kidneys.</p> <p>1. Decreases formation of urine by stimulating posterior portion of the pituitary gland at the base of the brain to secrete antidiuretic (anti-urine flow) hormone.</p> <p>J. Physical complaints of cigarette smokers:</p> <p>K. People who smoke have more complaints of the following:</p> <p>cough, loss of appetite, shortness of breath, chest pain, stomach pains, easy fatigue,</p>	<p>Invite coaches, athletes, doctors, members of national health organizations to talk with students.</p> <p>Students can also investigate and report on these facts.</p>	<p><u>Posters -</u></p> <p>No Smoking</p> <p>Pat Boone</p> <p>Bill Russell</p> <p>Bob Mathias</p> <p>Cigarettes Can Kill You</p> <p>Bart Starr</p> <p>Murray Rose</p> <p>Bobby Richardson</p> <p>Respiratory System</p> <p>Congress Has Acted (Adm.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>III. (continued)</p> <p>IV. Knows that cigarette smoking is a habit, self-induced but not always self-controlled.</p>	<p>abdominal pain, hoarseness, loss of weight, insomnia, difficulty in swallowing.</p> <p>L. Diseases connected with cigarette smoking.</p> <ol style="list-style-type: none"> <li>1. Cancer (lung, bladder, intestinal, etc.)</li> <li>2. Bronchitis and emphysema.</li> <li>3. Heart and circulatory ulcers, etc., (effect on)</li> <li>4. Risks are greater with amount of cigarettes smoked.</li> </ol> <p>A. Knows meaning of habit and addiction, and acquisition of each.</p> <ol style="list-style-type: none"> <li>1. Decide whether habit is a desirable one to acquire: Consider the good and bad, and its contributions to body health, physical fitness, appearance, ability, etc.</li> </ol>	<p>Students should write, or call upon the health agencies to obtain the literature relative to these statistics and make reports, notebooks, displays, posters, showing their information.</p> <p>Student debates, round table discussion or group reports on both sides.</p>	<p><u>Filmstrips</u> -</p> <p>I'll Take the High Road (American Cancer Society) (Adm.) Kit</p> <p><u>Film</u> -</p> <p>Huffless Puffless Dragon (American Cancer Society) (Adm.)</p> <p>List of Kokomo Public Library Films</p> <p>List of School Owned Health Films</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. (continued)	2. Breaking a habit: Method. Difficulty. Choice of one's habits important.		<u>Teacher Resource Material -</u> Cigarette & Health Packet Resource Kit on Smoking and Health (Adm.)
V. Knows that one has a responsibility to self and society for keeping body in good health.	A. Need for maturation into a healthy adult so that he may take his place in society by: contributing reproducing growth of state, etc. B. Cost of smoking: 1. Compare actual cost of cigarettes to other things. 2. Check into remote costs, forest fires, accidents, damage to clothes, furniture, cars, diseases and deaths. 3. Air-pollution.	Displays, reports, posters, compose problems, etc.	<u>Filmstrip -</u> "Alcohol - Fact or Fancy" (Adm.) Kit
VI. Knows what alcoholic beverages are.	A. Types of alcoholic beverages. B. Classification of drinks. 1. Moderate	Discuss types of alcoholic.  Have students present pros and cons of drinking.	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>VI. (continued)</p> <p>VII. Knows the problems created by the use of alcoholic beverages.</p>	<p>2. Social</p> <p>3. Alcoholic</p> <p>A. Effects on body.</p> <p>1. Central nervous system.</p> <p>2. Coordination.</p> <p>3. Appetite.</p> <p>4. Illness.</p>	<p>Show filmstrip "Fact or Fancy" and discuss.</p>	<p><u>Booklet</u> - (Teacher)</p> <p>The Problem - Alcohol - Narcotics</p>
<p>VIII. To understand the reasons why people drink and the consequences.</p>	<p>A. Escape problems.</p> <p>1. Social pressure.</p> <p>2. Prestige.</p> <p>3. Medicinal.</p> <p>B. Outcomes of drinking.</p> <p>1. Health problems.</p> <p>2. Loss of income.</p> <p>3. Occupational insecurity.</p> <p>4. Family instability.</p> <p>5. Lack of self respect.</p>	<p>Have panel discuss reasons for consumption of alcoholic beverages.</p> <p>What other reasons for not drinking?</p>	<p><u>Film</u> -</p> <p>"Alcohol in the Human Body" (State Board of Health)</p>

## Unit XI

### Community Health - Safety

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows who the individuals are that are responsible for community safety.	A. People responsible for safety programs. 1. Police. 2. Schools. 3. Fire departments. 4. General public. 5. Service groups. 6. City officials.	List community safety officials.	<u>Booklet:</u> Teacher Accident Prevention Can Be Learned.
II. Understands reasons for observing proper conduct in vehicles, while walking, bicycling, boating, and other activities.	A. Statistics concerning safety. 1. Car accidents. 2. Home accidents. 3. Fires -(Burns & homes). 4. School accidents. 5. Bicycle accidents.	Individually list safety rules for all situations - compare lists.  Quiz - Bicycle Safety.	<u>Film:</u> "School Bus Safety With Strings Attached" (Ind. State Board of Health)  <u>Filmstrip -</u> "How to Ride Your Bicycle Safely" (Adm. Building)
III. Applies safety behavior at home and school.	B. Rules to remember for special occasions. 1. Christmas. 2. Vacations. 3. 4th of July.  A. Rules of safety for home and schools. 1. Bicycling. 2. Walking. 3. Driving. 4. Fires. 5. Boating. 6. Playing games. 7. Sharp objects. 8. Ladders. 9. Medicines. 10. Stairways. 11. Fire drills a. schools. b. homes	Develop class scrap book of home hazards - school hazards (or bulletin board).  Inspect home for fire and safety hazards.  Discuss supplementary booklet "Prevent Accidents in Your Home".  Have students compose safety slogans.	<u>Film:</u> "Primary Safety in the School Building" (Ind. State Board of Health)  <u>Booklet:</u> Prevent Accidents in Your Home. (Adm. Building)

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. Understands elementary first aid procedures.	<p>A. First-aid.</p> <ol style="list-style-type: none"> <li>1. Purpose of first-aid.</li> <li>2. Advantages for knowing first-aid.</li> <li>3. Procedure before treatment.</li> <li>4. Treatments.               <ol style="list-style-type: none"> <li>a. severe bleeding.                   <ol style="list-style-type: none"> <li>1. artery.</li> <li>2. vein.</li> </ol> </li> <li>b. shock.</li> <li>c. bites.                   <ol style="list-style-type: none"> <li>1. insect.</li> <li>2. animal.</li> </ol> </li> <li>d. nose-bleed.</li> <li>e. severe stomach-ache.</li> <li>f. fainting.</li> <li>g. cuts &amp; wounds.</li> <li>h. broken bones.</li> </ol> </li> <li>5. Bandages.               <ol style="list-style-type: none"> <li>a. compress.</li> <li>b. band-aid.</li> <li>c. sling.</li> <li>d. triangular.</li> <li>e. square knot.</li> </ol> </li> </ol>	<p>Demonstrate and have students practice first-aid procedures.</p> <p>Have students relate what they have learned about first-aid as members of Boy Scouts, Four-H Clubs, etc.</p>	<p>Booklet: Teacher Red Cross First Aid (Adm.)</p> <p>Equipment. (Triangular bandages)</p> <p>(Basswood Splints)</p> <p>(Bandages)</p> <p>(Gauze)</p> <p>(Adm. Building)</p>
V. Know precautions to take in order to avoid accidents, and what to do in an emergency.	<p>A. Precautions for young children.</p> <ol style="list-style-type: none"> <li>1. Toys.</li> <li>2. Sharp instruments.</li> <li>3. Medicines.</li> <li>4. Hot items.</li> <li>5. Cleaning materials.</li> <li>6. Never leave alone.</li> </ol> <p>B. Babysitting Rules</p> <ol style="list-style-type: none"> <li>1. Before parents leave.</li> <li>2. Emergencies.</li> <li>3. Daytime sitting.</li> <li>4. Evening sitting.</li> </ol>	<p>Discuss emergency procedures.</p> <p>Review student accident report form.</p> <p>Review all safety procedures and test.</p>	<p>Forms: Accident report form. (Adm.)</p>



## Unit XII

### Personal Health - Anatomy and Physiology

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>1. Knows the names and functions of the major organs of the body.</p>	<p>A. Anatomy and physiology.</p> <ol style="list-style-type: none"> <li>1. The transparent woman.               <ol style="list-style-type: none"> <li>a. Valeda and her anatomy.</li> <li>b. purpose of plastic models.</li> </ol> </li> </ol> <p>B. Important organs.</p> <ol style="list-style-type: none"> <li>1. Brain.</li> <li>2. Endocrine.               <ol style="list-style-type: none"> <li>a. pituitary.</li> <li>b. thyroid.</li> <li>c. adrenals.</li> <li>d. pancreas.</li> </ol> </li> <li>3. Windpipe and larynx.</li> <li>4. Lungs.</li> <li>5. Heart.</li> <li>6. Liver and gall bladder.</li> <li>7. Spleen.</li> <li>8. Digestive organs.               <ol style="list-style-type: none"> <li>a. stomach.</li> <li>b. small intestines.</li> <li>c. large intestines.                   <ol style="list-style-type: none"> <li>1. ascending colon.</li> <li>2. descending colon.</li> </ol> </li> </ol> </li> <li>9. Kidneys.               <ol style="list-style-type: none"> <li>a. bladder.</li> <li>b. urethra.</li> </ol> </li> <li>10. Circulatory system.               <ol style="list-style-type: none"> <li>a. arteries.</li> <li>b. veins.</li> <li>c. capillaries.</li> </ol> </li> <li>11. Nervous system.               <ol style="list-style-type: none"> <li>a. sensory nerves.</li> </ol> </li> </ol>	<p>Discuss valeda, the transparent woman- pointing out the major organs.</p> <p>Have students draw, name, and color parts of the brain.</p> <p>Assign students to report written or oral on various parts of the body and their functions.</p> <p>Ask for volunteers to develop exhibit of body parts and functions.</p> <p>Quiz - Names and functions.</p>	<p><u>Models:</u></p> <p>Invisible Man or Woman (Adm.)</p> <p>(Refer to special listing of models available from Health Education Office)(Adm.)</p> <p><u>Pamphlet:</u></p> <p>Know Your Heart (Adm.)</p> <p><u>Filmstrips:</u></p> <p>"Systems of the Human Body" (Adm.)</p> <p><u>Films:</u></p> <p>"Digestion of Foods"</p> <p>"Human Body: Circulatory System"</p> <p>"Nervous System in Man" (A/V Dept. Adm.)</p>

UNIT. Personal Health - Anatomy-Physiology		GRADE LEVEL: 6	
OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. (continued)	b. motor nerves. 12. Skin. 13. Lymphic system. 14. Skeletal system.	Have students dramatize emotional effects on body. (Example - worry about poor test grade)	<u>Pamphlets:</u> Fear Jealousy Temper Building Self Confidence (Adm.)
II. Understand how emotions effect the way the body works.	A. Emotions and body functions. 1. Fear. 2. Worry. 3. Anger. a. stomach. b. nervous system. c. endocrine system. d. other systems.		

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## Unit XIII

### Personal Health - Health Check-Ups

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To know the purpose of health examinations and value of different tests	<p>A. Physical examinations.</p> <ol style="list-style-type: none"> <li>1. Weight and height.</li> <li>2. Temperature.</li> <li>3. Blood analysis.</li> <li>4. Skin and posture.</li> <li>5. Urine.</li> <li>6. Heart and lungs.</li> <li>7. Vaccination and immunization record.</li> <li>8. Growth chart.</li> <li>9. Blood pressure.</li> </ol> <p>B. Values of a periodic check-up.</p> <ol style="list-style-type: none"> <li>1. Preventing minor illnesses from becoming serious.</li> <li>2. Possibility of better treatment for later illnesses.</li> </ol>	<p>Encourage students to discuss their experiences with health exams. (Ask why?)</p> <p>Discuss quiz questions.</p> <p>Discuss keeping immunizations up to date (record keeping).</p> <p>Ask why?</p> <p>Height and weight check.</p>	<p><u>Filmstrips</u> -</p> <p>"Tommy and Health Dept." (Adm.)</p> <p>"Keeping Well" (Adm.)</p> <p><u>Film</u> -</p> <p>"Journey in Health" (Adm.)</p>
II. To understand the need and use of health examination tools.	<p>A. Health examination tools.</p> <ol style="list-style-type: none"> <li>1. X-ray and fluoroscope.</li> </ol>	<p>Discuss reasons for periodic check-up.</p> <p>Invite nurse or doctor to present lecture on preventing illness.</p> <p>Visit hospital or doctor's office to visualize instruments used in health exam.</p>	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>II. (continued)</p>	<ol style="list-style-type: none"> <li>2. Stethoscope.</li> <li>3. Growth and weight charts.</li> <li>4. Sphygmomanometer.</li> <li>5. Ophthalmoscope.</li> <li>6. Rhinoscope.</li> <li>7. Speculum.</li> <li>8. Otoscope.</li> <li>9. Lab tests.               <ol style="list-style-type: none"> <li>a. urine.</li> <li>b. culture.</li> </ol> </li> <li>B. Preventive medicine.               <ol style="list-style-type: none"> <li>1. Immunizations.</li> </ol> </li> </ol>	<p>Discuss reasons for use of exam instruments.</p> <p>Study health words in Glossary.</p> <p>Have students report on how shots immunize the body against disease germs.</p>	<p><u>Pamphlet -</u> Protect Yourself and Others (Adm.)</p>

KOKOMO-CENTER TOWNSHIP CONSOLIDATED SCHOOL CORPORATION

Department of Health-Education & Services

Index and Unit Time Schedule  
(Approximate Time Table)

7th Grade

- I. Physical Health - Understanding Yourself  
5 days
- II. Physical Health - Physical Maturity  
3 days
- III. Physical Health - Explaining Behavior  
5 days
- IV. Physical Health - Emotional Fitness  
3 days
- V. Physical Health - Physical Fitness  
2 days
- VI. Physical Health - Medical Awareness  
3 days
- VII. Community Health - Disease  
5 days
- VIII. Community Health - Fight Against Infection  
5 days
- IX. Community Health - Lines of Defense Against Infectious Organisms  
5 days
- X. Community Health - Problems of Disease  
5 days
- XI. Community Health - Mental Illness  
5 days
- XII. Social Health - Alcohol, Narcotics and Tobacco  
10 days
- XIII. Community Health - Safety  
8 days
- XIV. Community Health - First Aid  
7 days
- XV. Community Health - Public Health  
5 days
- XVI. Community Health - Family Health  
5 days

## Unit I

### Physical Health - Understanding Yourself



OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To realize the importance of understanding yourself.	A. Choose a career intelligently. B. Happier member of society.	List career possibilities-- Invite Counselor to answer student questions.	<u>Resource Speaker</u> - Indiana Health Careers
II. To develop an understanding of yourself.	A. What makes you "You". 1. Personality. 2. How you are like everyone else. 3. How you are different from everyone else. a. heredity. b. environment. 4. Characteristics of stages of growth.	List strengths in your personality and traits that you wish to improve.	<u>Films</u> - "Journey in Health" (Adm.)  <u>Pamphlets</u> - (Student) Boy and His Physique (Adm.) Girl and Her Figure (Adm.) Keeping Up With Teen-agers (Adm.)  Pamphlets - (Teacher) Adolescent in Your Family, The (Adm.)
III. To develop an understanding of the problems that adolescence face.	A. Problems are similar for all adolescence. 1. Concern about your body. 2. Desire for recognition. 3. Desire for independence.		

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. Understanding how to develop a healthy personality.	A. Develop the idea that everyone must strive for self-acceptance. a. knows limitations. b. know abilities.	Review scientifically speaking words.  Show films and discuss.	Films - "The Teens" State Board of Health
V. Realizes the importance of a healthy personality.	A. Study various aspects of your personality. 1. Physical. 2. Mental. 3. Emotional. 4. Social. 5. Spiritual.  B. Show relationship between a healthy personality and a happy and successful life. 1. Family. 2. School. 3. Community.	Make an inventory of personality traits.	
VI. Understands how he or she is like everybody else and different from everybody else.	A. Like everyone else. 1. Body. 2. Needs. 3. Emotions.	Teacher-pupil round table discussion of problems of adolescence and adults.  Discuss ways of bridging the generation gap.	

## Unit II

### Physical Health - Physical Maturity

# UNIT: Physical Health - Physical Maturity

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To develop an understanding that it is alright to be different.	A. Worry do to rates of maturing. B. It's normal to be different.	Have students compare heights-reasons for differences; i.e. heredity.	<u>Film -</u> "Heredity" (Adm.) "Your Body During Adolescence" (State Board of Health) <u>Charts -</u> Physical Growth <u>Pamphlets -</u> Student Teacher - Adolescent in Your Family, The <u>Library Resource Materials -</u> Physical Growth Charts <u>Tapes -</u> Physical Limitations Need Not Be Handicapped
II. To develop an understanding of the adolescent growth spurt.	A. When it begins. B. What is average. C. Pattern of growth. D. Maturity.	Discuss chronological and developmental age. Compute average height and weight of students in class.	
III. To understand what accounts for differences in physical appearance.	A. Know the difference between chronological age and developmental age. B. Patterns of growth. C. Know the effects of heredity. D. Know the effects of environment.	Discuss hereditary physical characteristics. Review scientifically speaking words.	

### Unit III

#### Physical Health - Explaining Behavior

## E OF UNIT: Physical Health - Explaining Behavior

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Develop an awareness of ones psychological makeup.	A. Psychology. B. Body & mind function as a unit. C. Understanding your's and others' behavior.	Special attention to scientifically speaking words.	<u>Film -</u> Habit Patterns (State Board of Health)  <u>Filmstrips -</u> Mental Mechanisms
II. To develop a knowledge of how the mind works.	A. Mind controls physical activity, emotions and the unexplained behavior. B. Parts of the mind. 1. Conscious mind. 2. Unconscious mind. 3. Conscience.		<u>Pamphlets - Student &amp; Teacher</u> Building Self Confidence Destructiveness Discipline Fear Jealousy Nervous Habits Obedience Shyness Temper (Adm.)
III. To develop an understanding of how you react to your environment.	A. Use of the sense organs. B. Frustration. 1. Fight reaction. 2. Flight reaction. 3. Constructive compromise.	Write experiences or observation of fight or flight reactions, compromise etc.  Differences between maturity and immaturity in relation to conscience.	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. To develop an understanding of how you use the mental mechanisms.	A. Identification. B. Rationalization. C. Compensation.	Dramatize situations showing identification, rationalization, compensation.  Discuss conscious and unconscious mental activity.	
V. Develop good mental health practices.	A. Recognize one's mistakes and correct them. B. Getting along with others. C. Freedom from handicapping fears. D. Self acceptance.		

## Unit IV

### Physical Health ~ Emotional Fitness



OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To develop an understanding of your emotional reactions.	<p>A. There are two types of emotions according to situation.</p> <ol style="list-style-type: none"> <li>1. Frustration - (unpleasant).               <ol style="list-style-type: none"> <li>a. Anger</li> <li>b. Hate</li> <li>c. Fear</li> </ol> </li> <li>2. Helped to reach goals (pleasant).               <ol style="list-style-type: none"> <li>a. Joy</li> <li>b. Love</li> </ol> </li> </ol> <p>B. Emotions are not good or bad in themselves.</p> <ol style="list-style-type: none"> <li>a. Depends upon cause.</li> <li>b. Depends upon how they are directed.</li> </ol>	Discuss relationship of emotions and physical activity.	<p><u>Films</u> -</p> <p>"Gateways to the Mind"</p> <p>"Act Your Age"</p> <p>"Attitudes and Health"</p> <p>"You and Your Attitudes"</p> <p>"Understand Your Emotions" (State Board of Health)</p> <p><u>Filmstrips</u> -</p> <p>Set (4) Family Problems of Young Teens (Adm.)</p> <p><u>Pamphlet</u> - Student Fear</p> <p>Jealousy (Adm.)</p>
II. To develop knowledge of how you can deal with your emotions.	<p>A. Pushing them back down.</p> <p>B. Release them.</p> <ol style="list-style-type: none"> <li>1. Explosive action.</li> </ol>	Panel - facing reality in everyday situations.	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	2. Little by little. 3. Take it out on someone else. 4. Civilized way.		
III. Realize effects that emotions have on health.	A. Result of pushing emotions back down. 1. Physical pain. 2. Embarrassment.	Report how to make friends and enjoy enduring friendship.	
IV. To develop an understanding of how to meet your emotional needs.	A. Social needs. B. Security and companionship. C. Sense of personal worth. D. Goals in life. E. Strong conscience.	Discuss setting goals satisfying social needs.	

## Unit V

### Physical Health - Physical Fitness

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To develop an understanding of the importance of physical fitness in having good health.	A. Total fitness for living. B. Physical fitness is part of the whole picture.	Discuss four points to be considered in planning a program of physical fitness.	<u>Films</u> - "Personal Health for Girls" "Personal Hygiene for Boys" "Exercise and Health" "Rest and Health" (State Board of Health)
II. To develop an understanding of what physical fitness consist of.	A. Organic fitness. B. Functional fitness. 1. Importance of learning how to relax. 2. Motor fitness.	Students keep a record of the amount and kind of outdoor exercise they have daily for a week. Discuss these in class.  Discuss scientifically speaking words.	<u>Filmstrip</u> - "What Makes a Winning Athlete" (Adm.)  <u>Pamphlets</u> - Boy and His Physique Girl and Her Figure (Adm.)
III. To develop the knowledge of what a conditioning program must consist of.	A. Muscles need daily workouts. B. Work muscles hard. C. Your workout should be fun. D. Choose activities you can do in later life.		

Unit VI

Physical Health - Medical Awareness

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>I. To know the importance of having regular health checkups.</p> <p>II. To develop a knowledge of what the health examination consist of, and what it reveals.</p>	<p>A. Preventing illness.</p> <p>B. Comfort of knowing you are in good condition.</p> <p>C. Opportunity to ask question about health.</p> <p>D. Keeping your health history up to date</p> <p>A. What the doctor checks.</p> <p>1. Height &amp; weight,</p> <p>2. Posture.</p> <p>3. Skin &amp; hair.</p> <p>4. Interior of your mouth, nose, and throat.</p> <p>5. Eyes &amp; eyelids.</p> <p>6. Ears.</p> <p>7. Blood pressure.</p> <p>8. Stomach.</p> <p>9. Nervous system.</p> <p>10. Kidneys.</p> <p>11. Blood Test.</p>	<p>If possible, have school nurse or doctor visit to explain what is done and why, in a good physical check-up.</p> <p>Let students use stethoscope, etc.</p> <p>Explain and stress need for each family to have family doctor and get advance information and recommendations for doctors when family is moving to another town.</p>	<p><u>Films</u> -</p> <p>"Choosing a Doctor" (State Board of Health)</p> <p><u>Pamphlet</u> -</p> <p>Florence Nightengale (Adm.)</p>

Unit VII

Community Health - Disease

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To develop a knowledge of the past and present theories on causes of sickness.	<p>A. Ideals of primitive man.</p> <ol style="list-style-type: none"> <li>1. Evil spirit.</li> <li>2. Role of medicine man.</li> </ol> <p>B. Hippocrates</p> <ol style="list-style-type: none"> <li>1. Father of medicine.</li> <li>2. Healing Power of nature.</li> <li>3. Body's ability to overcome disease by itself.</li> </ol> <p>C. Constitution.</p> <p>D. Theodore Schwann.</p> <ol style="list-style-type: none"> <li>1. Cells.</li> </ol> <p>E. Rudolph Virchow.</p> <ol style="list-style-type: none"> <li>1. Changes in normal cell structure.</li> </ol> <p>A. By Time.</p> <ol style="list-style-type: none"> <li>1. Acute.</li> <li>2. Chronic</li> </ol>	<p>Secure a copy of the Hippocratic Oath.</p>	<p><u>Films</u> -</p> <p>"Antibiotics"</p> <p>"Your Health Disease and it's Control," (State Board of Health)</p> <p>"Rodney" (Adm.)</p> <p><u>Filmstrips</u> -</p> <p>"Cures and Colds" (Adm.)</p> <p><u>Tapes</u> -</p> <p>"Causes of Disease"</p> <p><u>Pamphlets</u> -</p> <p>The Common Cold</p> <p>Chickenpox</p> <p>Diphtheria</p> <p>Influenza</p> <p>Measles</p>
II. To develop a knowledge of the ways of classifying diseases.		<p>If possible, obtain from your city or state department a list of the causes of all deaths which took place in the city and or state in a recent year. Classify as communicable or non-communicable.</p>	



## OF UNIT: Community Health - Disease

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	<p>B. By it's nature.</p> <ol style="list-style-type: none"> <li>1. Organic.</li> <li>2. Functional.</li> </ol> <p>C. By cause.</p> <ol style="list-style-type: none"> <li>1. Communicable.</li> <li>2. Non-communicable.</li> </ol>		
III. To develop a knowledge of some of the causes of non-communicable diseases.	<p>A. Not caused by infectious agents from outside.</p> <p>B. Caused by:</p> <ol style="list-style-type: none"> <li>1. Deficiencies.</li> <li>2. Allergies.</li> <li>3. Endocrine disorders.</li> <li>4. Occupational diseases.</li> <li>5. Degenerative diseases.</li> </ol>	<p>Discuss occupational disease in relation to occupations within the community.</p>	
IV. To develop a knowledge of the facts about communicable diseases.	<p>A. Caused by pathogens.</p> <ol style="list-style-type: none"> <li>1. Bacteria.               <ol style="list-style-type: none"> <li>a. Helpful.</li> </ol> </li> </ol>	<p>Precautions i.e. cleanliness, and use of handkerchiefs, own drinking glass etc. in preventing spread of disease.</p>	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. (continued)	<ul style="list-style-type: none"><li>b. Harmful.</li><li>2. Fungi.</li><li>3. Protozoa.</li><li>4. Viruses.</li><li>5. Rickettsiae.</li></ul>		
V. To develop a knowledge of what can destroy pathogens.	<ul style="list-style-type: none"><li>A. Can be destroyed when passing from host to host by:<ul style="list-style-type: none"><li>1. Direct sunlight.</li><li>2. Drying.</li><li>3. Heat.</li><li>4. Chemicals.</li><li>5. Hot, soapy water.</li></ul></li></ul>	Discuss scientifically speaking words.	
VI. To develop a knowledge of how pathogen spread.	<ul style="list-style-type: none"><li>A. Infection by contact.</li><li>B. Airborne infection.</li><li>C. Vehicles of infection.</li><li>D. Vectors of infection.</li></ul>		

Unit VIII

Community Health - Fight Against Infection

## NAME OF UNIT: Community Health - Fight Against Infection

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To develop a knowledge of some of the attempts to control the travel of pathogens.	<p>A. Control spread by:</p> <ol style="list-style-type: none"> <li>1. Quarantine.</li> <li>2. Isolation.</li> <li>3. Ultraviolet irradiation.</li> <li>4. Disinfectant Vapor.</li> <li>5. 10 tips on protecting against infection.</li> </ol>	<p>Discuss awareness of good health practices in the home, personal hygiene and precautions practiced by public establishments.</p> <p>Discuss how knowledge leads to control of disease and ignorance causes spread of disease.</p>	<p><u>Film</u> -</p> <p>"Body Defenses Against Disease"</p> <p><u>Filmstrips</u> -</p> <p>"Jenner"</p> <p>"Pasteur"</p> <p><u>Tapes</u> -</p> <p>Protecting My Health by Vaccination.</p>
II. To develop a knowledge of the role of the community health department in controlling the spread of communicable diseases.	<p>A. Protecting the water supply.</p> <ol style="list-style-type: none"> <li>1. Pure waste and sewage systems.</li> <li>2. Wells and springs.               <ol style="list-style-type: none"> <li>a. Certified safe to drink.</li> </ol> </li> </ol> <p>B. Checking milk.</p> <ol style="list-style-type: none"> <li>1. Harmless bacteria.</li> <li>2. Harmful bacteria.               <ol style="list-style-type: none"> <li>a. Diseased cows.</li> <li>b. Sick dairy workers.</li> </ol> </li> </ol>	<p>Have students visit the following places and report to class on desirable and undesirable practices in:</p> <ol style="list-style-type: none"> <li>a. Bakery</li> <li>b. School cafeteria</li> <li>c. Restaurant</li> <li>d. Drug store lunch counter.</li> <li>3. Grocery store</li> </ol> <p>Discuss scientifically speaking words.</p>	<p><u>Pamphlets</u> -</p> <p>Jenner</p> <p>Pasteur</p> <p>Reed</p> <p>Prevention of Communicable Disease</p> <p>Protect Yourself and Others (Adm.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>II. (continued)</p>	<p>3. Pasteurization.</p> <p>C. Checking solid foods.</p> <p>1. Meat inspection.</p> <p>a. Trichinosis.</p> <p>2. Trace Sources.</p> <p>a. Staphylococcus poisoning.</p> <p>b. Botulism.</p> <p>c. Salmonella infection.</p> <p>D. Checking food and eating utensils.</p> <p>1. Refrigeration and storage.</p> <p>2. Food handlers.</p> <p>3. Dishwashing.</p> <p>4. Following these practices at home.</p> <p>E. Checking food selling establishments.</p> <p>1. Health department permit or license.</p>		

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>I. (continued)</p>	<p>E. (continued)</p> <p>2. Inspected.</p> <p>a. Kept clean and orderly.</p> <p>b. Flies.</p> <p>c. Refrigeration.</p> <p>d. Washing.</p> <p>e. Food handlers are trained.</p> <p>F. Control mechanical vectors.</p> <p>1. Flies.</p> <p>a. Breeding.</p> <p>2. Cockroach.</p> <p>a. Keep areas clean.</p> <p>G. Control diseases spread by bites of insects.</p> <p>1. Malaria.</p> <p>a. Anopheles mosquitoes.</p>		

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	<p>6. (continued)</p> <p>b. W.H.O.</p> <p>2. Yellow fever.</p> <p>a. Walter Reed.</p> <p>b. Aedes Aegypti mosquitoes.</p> <p>3. Bubonic plague.</p> <p>a. Rat flea.</p> <p>4. Typhus fever.</p> <p>a. Epidemic type</p> <p>1. Body lice.</p> <p>b. Murine type.</p> <p>1. Rat flea.</p> <p>5. Spotted fever.</p> <p>a. Female tick.</p>		

Unit IX

Community Health - Lines of Defense Against Infectious Organisms



OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To develop a knowledge of the body's lines of defense against disease.	<p>A. General lines of defense.</p> <ol style="list-style-type: none"> <li>1. Skin and mucous membrane.</li> <li>2. Body secretions.</li> <li>3. White cells.               <ol style="list-style-type: none"> <li>a. Inflammation and pus formation.</li> <li>b. Antiseptic.</li> <li>c. Asepsis.</li> </ol> </li> </ol>	<p>Take a class pole of the diseases each student has had.</p>	<p><u>Films</u> -</p> <p>"Immunizations"</p> <p>"Bacteria, Friend or Foe?"</p> <p>(Indiana State Board of Health)</p> <p>"How to Catch a Cold" (Adm.)</p> <p>"Bacteria: Laboratory Study" (Adm.)</p>
II. To develop a knowledge of the principles behind building lines of defense.	<p>A. Specific lines of defense.</p> <ol style="list-style-type: none"> <li>1. Antibodies.</li> <li>2. Antitoxins.</li> <li>3. Immunity.               <ol style="list-style-type: none"> <li>a. Active.                   <ol style="list-style-type: none"> <li>1. Naturally acquired.</li> <li>2. Artificially acquired.</li> </ol> </li> </ol> </li> </ol>	<p>Discuss diseases for which we have immunizations and the timetable for vaccine and shots.</p>	<p><u>Pamphlets</u> -</p> <p>Protect Yourself and Others (Adm.)</p> <p>Prevention of Communicable Diseases</p> <p>Protect Your Family and Your Dog Against Rabies</p> <p>Protect Yourself and Others (Immunization Information) (Adm.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. (continued)	b. Passive. 1. Borrowed anti-bodies. 2. Immune serums.		
III. To develop an understanding of how chemotherapy helps the body fight infection and its limitations.	A. Use of patient chemicals 1. 606. 2. Sulfa drugs.  B. Use of substances manufactured by living microorganisms. 1. Penicillin. 2. Streptomycin.  C. Work to be done. 1. Viruses. 2. Infections.	Make a list of the drugs (chemotherapy) and the diseases against which they are effective.  Discuss necessity of each student having immunizations before entering school.  Discuss scientifically speaking words.  Health Notebook with answers to worksheet questions.  1. Cover main ideas in each chapter.  2. Answered while reading chapters.  3. Newspaper and magazine articles.	

Unit X

Community Health - Problems of Disease

## OF UNIT: Community Health - Problems of Disease

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows what major illness still confronts science.	A. Two leading causes of death. 1. Diseases of the heart. 2. Cancer.	Discussion of leading causes of death.	Film - "Cancer" (Indiana State Board of Health) "Rodney" (Adm.)
II. Knows what progress has been made in curing these diseases.	A. Respiratory diseases caused by virus. 1. "Common Cold". 2. Influenza. 3. Pneumonia. B. Tuberculosis. 1. Caused by tubercle bacillus. 2. Pulmonary T.B. 3. How T.B. spreads. 4. Primary infection. 5. T. B. Testing. a. Positive. b. Negative. c. Chest x-rays.	Compare leading causes of death today and 50 years ago and reasons for change.	Pamphlets - Tuberculosis Today The Facts About Cancer Heart Quiz (Adm.) Emphysema - Battle to Breathe

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>(continued)</p> <p>III. Is aware of the role we can play in helping to control these diseases.</p>	<p>6. Treatment.</p> <p>C. Cancer.</p> <ol style="list-style-type: none"> <li>1. What cancer is.</li> <li>2. Causes.</li> <li>3. Types.</li> <li>4. Treatment.</li> <li>5. Cures.</li> <li>6. Tests.</li> <li>7. Seven Danger Signals.</li> <li>8. Quacks.</li> </ol>	<p>What has been accomplished in research for curing cancer? - Panel discussion.</p> <p>Discuss scientifically speaking.</p> <p>Cancer Film.</p>	

Unit XI

Community Health - Mental Illness

## NAME OF UNIT: Community Health - Mental Illness

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows types of mental illness.	<p>A. Neurosis.</p> <ol style="list-style-type: none"> <li>1. Psychosomatic.</li> <li>2. Hysteria.</li> <li>3. Obsession.</li> <li>3. Phobias.</li> </ol> <p>B. Psychoses.</p> <ol style="list-style-type: none"> <li>1. Caused by.</li> <li>2. Functional.</li> <li>3. Manic-depressive.</li> <li>4. Schizophrenic.</li> </ol>	Discuss why mental illness is one of the most prevalent health problems in the U.S.	<p><u>Film</u> -</p> <p>"Mental Health" (State Board of Health)</p>
II. Knows ways of curing mental illness.	<p>A. Treatment.</p> <ol style="list-style-type: none"> <li>1. Physiologic shock.</li> <li>2. Tranquilizers.</li> </ol> <p>B. Prevention.</p> <ol style="list-style-type: none"> <li>1. Think it over.</li> <li>2. Want to be helped..</li> <li>3. Get mind off.</li> <li>4. Doctor advise.</li> </ol>	<p>Invite school psychometrist to speak to class and tape for other classes or arrange for the 7th grade boys and girls to meet in auditorium two periods.</p>	<p><u>Tape</u> -</p> <p>" Mental Health"</p> <p><u>Pamphlets</u> -</p> <p>Mental Health Values (Adm.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. Gains attitudes	<p>A. Definition of mental illness.</p> <ol style="list-style-type: none"><li>1. Changes through the years.</li><li>2. Needs attention.</li><li>3. Better understanding.</li><li>4. More research.</li></ol>	<p>Discuss changes toward mental illness.</p> <p>Get information about numbers and services of psychiatrists, mental health clinics, hospitals, etc., within the state.</p> <p>Scientifically speaking.</p>	



Unit XII

Social Health - Alcohol, Narcotics and Tobacco

## IE OF UNIT: Social Health - Alcohol, Narcotics, Tobacco

GRADE LEVEL: 7

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows what alcoholic beverages are.	A. Definition of alcohol. B. History of alcohol. 1. Early american. 2. Temperance. 3. Prohibition. 4. Today.	Discuss definition and history of alcohol.	<u>Films</u> - "Alcohol and the Human Body" (Adm.)  <u>Filmstrips</u> - Alcohol, Tobacco & Drugs Resource Kit (Adm.)  <u>Booklets</u> - Teacher Facts About Alcohol The Problem: Alcohol - Narcotics  <u>Tapes</u> - Narcotics and Drug Addiction.
II. Recognizes uses of beverage and non-beverage alcohol.	A. Production of alcohol. 1. Commercial uses. 2. Beverages.	Discuss uses of beverage and non-beverage alcohol.  Collect clippings from newspapers, magazines, etc. on uses of alcohol.	
III. Understands the physiological effects of beverage alcohol.	A. Alcohol as a depressant. 1. Alcohol in blood. 2. Effects on nerves. 3. Effects on muscles. 4. Effects on sense organs.	<u>Film</u> : Alcohol and the Human Body.	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	B. Long range affects, such as: 1. Beri Beri. 2. Pellagra. 3. Cirrhosis of liver. 4. Delirium tremors.		
IV. Knows problems created by use of alcoholic beverages and their dangers.	A. State laws. B. Degree of drinking. C. Drinking and driving.	Arrange demonstration of breathalyzer and drunkometer.  Statistics from AMA on number of accidents caused by drunken drivers.	
V. Accepts concept that alcoholism is an illness and can be helped.	A. Prevention of - 1. Elimination. 2. Education. 3. Causes - a. Emotion upset b. Job pressures.		

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
V. (continued)	B. Treatment for - 1. Self-admission. 2. Alcohol Anonymous. 3. Federal hospitals. 4. Psychiatry. 5. Church. 6. Clinics.		

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
VI. Knows the connection between smoking and cancer and heart disease.	<p>A. Effects of nicotine and tars.</p> <p>B. Affects on body:</p> <ol style="list-style-type: none"> <li>1. Circulatory system.</li> <li>2. Respiratory system.</li> <li>3. Digestive system.</li> </ol> <p>C. Statistic on:</p> <ol style="list-style-type: none"> <li>1. Lung cancer.</li> <li>2. T.B.</li> <li>3. Emphysema.</li> <li>4. Death rates.</li> <li>5. Money spent.</li> <li>6. Fires</li> </ol>	<p>Advertisements for cigarettes and discuss how advertising is psychologically aimed to attract youth to smoking.</p> <p>Discuss effects of smoking.</p> <p>Devise smoking machine. (Smoking Millie)</p> <p>Compare amount spent on tobacco in relation to money spent on research, education, etc.</p> <p>Compute cost of one package a-day smoking per year.</p> <p>Invite fireman to discuss fires caused by careless smokers.</p>	<p><u>Tapes -</u></p> <p>Is Smoking Worthwhile</p> <p><u>Booklets - Student</u></p> <p>To Smoke or Not to Smoke</p> <p><u>Booklets - Teacher</u></p> <p>Tobacco and Health</p>
VII. Realizes how people begin smoking.	<p>A. Peer acceptance.</p> <p>B. Feelings of maturity and sophistication.</p> <p>C. Nervous habit.</p> <p>D. Habits:</p> <ol style="list-style-type: none"> <li>1. Good and bad.</li> <li>2. Importance of breaking habits.</li> </ol>		

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OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IX. (continued)	D. Definition. E. Effects on body. F. Uses 1. Good. 2. Abuse.		L S D: Trip or Trap. Drug Abuse: Escape to Nowhere. Drugs and You. Facts About Narcotics and Other Dangerous Drugs. Glue Sniffing.
X. Knows that there are regulations that control the manufacture, distribution sales, and use of drugs.	A. Legal restrictions. B. Illegal practices.		A Doctor Discusses Narcotics and Drug Addiction.

**Unit XIII**

**Community Health - Safety**



OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows how to recognize or anticipate accidents.	<p>A. Are you safety conscious?</p> <ol style="list-style-type: none"> <li>1. Accident hazards.</li> <li>2. Human factors.</li> <li>3. Risks.</li> <li>4. Uses of good judgment and skill.</li> </ol> <p>B. Classes of accidents.</p> <ol style="list-style-type: none"> <li>1. Work 12%.</li> <li>2. Public 18%.</li> <li>3. Home 28%.</li> <li>4. Motor vehicle 42%.</li> </ol>	<p>Have students investigate accidents due to carelessness and or disrespect.</p>	<p><u>Films</u> -</p> <p>"The Bicyclist"</p> <p>"When You Are a Pedestrian"</p> <p><u>Filmstrips</u> -</p> <p>How to Ride your Bicycle Safely</p> <p><u>Tapes</u> -</p> <p>Safety and First Aid</p> <p><u>Pamphlet</u> -</p> <p>Prevent Accidents In Your Home</p>
II. Knows what to do to prevent accidents.	<p>A. Falls - common cause at home.</p> <ol style="list-style-type: none"> <li>1. Why work percentage is low?</li> </ol>	<p>Tour school building and outdoor area to check for safety hazards. Conduct fix-up campaigns.</p>	
III. Obeys rules for traffic safety.	<p>A. Motor vehicle involving bicycles, trucks, car, trains.</p> <p>B. Rights and duties of bikes. - regarding safety rules.</p>	<p>Make list of rules for play areas.</p>	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>III. (continued)</p> <p>iv. Practices safety in the home.</p> <p>V. Realizes value of home repairs and improvements.</p> <p>vi. Realizes value of water safety.</p>	<p>C. Proper equipment.</p> <p>A. Proper usage in the home.</p> <ol style="list-style-type: none"> <li>1. Improper wiring:</li> <li>2. Worn equipment.</li> </ol> <p>A. Danger of each room.</p> <ol style="list-style-type: none"> <li>1. Causes of falls.</li> <li>2. Fires.</li> <li>3. Slips.</li> <li>4. Burns.</li> <li>5. Poisons.</li> <li>6. Firearms.</li> <li>7. Suffocation.</li> </ol> <p>A. Water accidents.</p> <ol style="list-style-type: none"> <li>1. Drowning.</li> <li>2. Boating.</li> <li>3. Swimming.</li> </ol>	<p>Safety in the home. Bulletin board display. Campaign of safety.</p> <p>Invite home economic teacher to speak on safety in the kitchen. Use of power equipment.</p> <p>Basic rules of water and boating safety.</p>	

Unit XIV

Community Health - First Aid

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows what first aid is.	A. Define first aid.	List emergencies where first aid is needed. dog bite frostbite heatstroke shock	<u>Teacher Resource Materials -</u> Red Cross First Aid Handbook
II. Realizes how to be prepared to meet emergencies.	A. 1. Getting help. 2. Emergency call list. 3. First aid supplies on hand. 4. Learn to give first aid.	Have them prepare a first aid kit for the home.	<u>Tapes -</u> Medical Precautions at Home
III. Knowledge of the ABC's of first aid.	A. Asphyxia. 1. Artificial respiration. 2. Remove obstructions. B. Bleeding-External. 1. Pressure points. 2. Tourniquet. 3. Internal bleeding.	Discuss scientifically speaking words.	<u>Films -</u> "Artificial Respiration" (Indiana State Board of Health) "Bleeding and Bandaging" "First Aid Fundamentals" "First Aid on the Spot" "Rescue Breathing" "First Aid Now"

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	C. Poisoning. 1. By mouth. 2. What to do. 3. Important exceptions.	Ask a Red Cross first aid instructor, a member of the emergency first aid fireman crew, or the school nurse, or students who have taken a first aid course to help the class in putting on a demonstration of first aid measures in: artificial respiration bleeding stoppage pressure bandage splints for simple fracture. lifting and moving a person with a back injury.  Discuss: breathing bleeding poisoning wounds burns fractures sprains dislocations	
IV. First aid for common injuries and conditions.	A. Animal bites. B. Appendicitis. C. Back injuries. D. Blisters. E. Bruises. F. Burns. G. Dislocations. H. Fainting. I. Foreign body in the eye. J. Fractures. K. Frostbite. L. Heart attack. M. Heat exhaustion. N. Heatstroke. O. Insect bites. P. Nosebleed. Q. Snake bites. R. Stroke. S. Strains. T. Sunburn. U. Wounds.		

Unit XV

Community Health - Public Health

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knows the basic facts about public health.	A. Define public health. B. How it is organized: 1. Local. 2. State. 3. National. 4. International. C. Importance of public health.		<u>Films -</u> "Home Nursing" <u>Pamphlets -</u> You Take It Out Control of Bedbugs Health, Public and Property Nuisance. (Adm.)
II. Knows the services offered by the community health department.	A. Administrative. B. Maternal and child care. C. Community health service. D. Preventable disease. E. Environmental sanitation services.	Assign oral reports on control methods of communicable diseases as practiced by city, and state and nation.  Ask nurse to talk about immunization.	
III. Knows about health services provided by other organizations.	A. Voluntary. B. Professional. C. Foundations. D. Commercial. E. Community groups. F. World health organization.	Report on new research, medical advances and health organizations.	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. Realizes his responsibility as a citizen in public health.	A. Everyone has a responsibility to himself, his community, state, nation and world to provide a healthy environment in which to live, work and play.	Discuss scientifically speaking words.	



Unit XVI

Community Health - Family Health

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Realizes the importance of the family unit.	A. Needs for a family 1. Love. 2. Friendship. 3. Standards. 4. Security.	Ask student to report on normal family situations and compare ideas of responsibility with those of parents and teachers.	Films - "Developing Self Reliance" "Developing Friendships" "How Friendly Are You" "Making Friends"
II. Understands the reasons for misunderstandings in the family.	A. Lack of communications. 1. Parents. 2. Children. B. Independence.	Role play degrees of mature behavior. List desirable qualities girls admire in boys and boys admire in girls.	"Improve Your Personality" (Indiana State Board of Health)
III. Realizes his responsibilities as a family member.	A. Individual realizes his duty to the family and why he has a duty to the family. 1. Give and take. 2. Easy does it. 3. Avoid extremes. 4. The happy medium.	Discuss importance of Industrial Arts and Home Ec. courses for both sexes. Appropriateness of styles in clothes. Collect and discuss ads for clothing. Invite counselors to discuss dating.	

KOKOMO-CENTER TOWNSHIP CONSOLIDATED SCHOOL CORPORATION

Department of Health-Education & Services

Index and Unit Time Schedule  
(Approximate Time Table)

8th Grade

- I. Physical Health - Cell - Skin  
10 days
- II. Physical Health - Dental Health  
5 days
- III. Physical Health - Digestion and Nutrition  
10 days
- IV. Physical Health - Circulatory System  
10 days
- V. Physical Health - Respiration  
5 days
- VI. Physical Health - Sensory  
10 days
- VII. Physical Health - Nervous System  
10 days
- VIII. Physical Health - Endocrine System  
5 days
- IX. Physical Health - Skeletal System and Muscular System  
10 days
- X. Community-Social Health - Homemaking  
3 days
- XI. Community-Social Health - Friendships  
3 days
- XII. Community-Social Health - Driver Safety  
3 days
- XIII. Community-Social Health - Happy Successful Life  
3 days
- XIV. Community-Social Health - Drug Education  
5 days

## Unit I

### Physical Health - Cell - Skin

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To understand cellular function and structure.	<p>A. Cellular function &amp; structure.</p> <ol style="list-style-type: none"> <li>1. Atoms and Molecules.</li> <li>2. Protoplasm.</li> <li>3. Cellular structure.</li> <li>4. Tissue.                             <ol style="list-style-type: none"> <li>a. epithelial</li> <li>b. muscular</li> <li>c. connective</li> <li>d. nervous</li> </ol> </li> <li>5. Organs</li> </ol> <p>B. Cell Division</p>	<p>Study types of cell under microscope</p> <p>Use transparencies in Human Body workbook.</p> <p>Discuss vocabulary relative to cells, tissues and organs.</p>	<p>Human Body Transparency - Duplicator Book</p> <p>Microscope and Slides</p>
II. Knows and understands the structure and functions of the skin.	<p>A. Structure and function of skin protection, deminution; retention of body fluids; regulation of temperature appearance.</p> <p>B. Care of skin; cleanliness proper diet; proper elimination; sufficient rest.</p> <p>C. Relationship of diet, sleep and other daily habits to appearance of skin. Cause of odor in perspiration.</p>	<p>Vocabulary discussion.</p> <p>Study sample of skin under scope or examine own skin with magnifying glass.</p> <p>Film on "Care of Skin".</p> <p>Cosmetic expert talk on care of skin.</p> <p>Discussion on methods of bodily &amp; personal hygiene.</p>	<p>Film: "Care of Skin" "Scrubgame"</p> <p>Filmstrip: "The Making of Champion" Boys</p> <p>Transparency - Skin</p>
III. Understands how appearance affects social life, school life, and job opportunities.	<p>A. Importance of deodorant for boys and girls.</p> <p>B. Skin abnormalities common to adolescents: acne, blackheads, and whiteheads. Prevention</p>	<p>Invitation to Dermatologist to lecture class on skin care and tape this visit for the use of other classes.</p>	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>IV. Practices prevention of abnormalities of the skin.</p>	<p>A. Importance of washing face at least in morning and before going to bed: cleans skin and improves circulation and prevents blemishes.</p> <p>B. Regular and frequent bathing; regular habits of elimination.</p>	<p>Discussion of bathing habits, for shower, bathtub, etc.</p> <p>Review chapters and give test.</p>	<p>Chart - Denoyer-Geppert</p> <p>Pamphlet</p>

Unit II

Physical Health - Dental Health

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>I. Knows parts and functions of teeth in general.</p> <p>II. Knows names and functions of the various permanent teeth: causes &amp; prevention of dental caries; and other teeth problems and disorders.</p>	<p>A. Enamel</p> <p>B. Dentine</p> <p>C. Pulp</p> <p>E. Periodontal Membrane</p> <p>F. Cementum</p> <p>G. Nerve &amp; Blood Vessels</p> <p>H. Names of the various kinds of permanent teeth.</p> <p>A. How structure and function of the various teeth are related.</p> <p>B. Dental Caries</p> <ol style="list-style-type: none"> <li>1. Cause</li> <li>2. Prevention               <ol style="list-style-type: none"> <li>a. individual</li> <li>b. doctor</li> <li>c. community</li> </ol> </li> </ol> <p>C. Teeth Problems &amp; Disorders</p> <ol style="list-style-type: none"> <li>1. Malocclusion</li> <li>2. Gingivitis</li> <li>3. Pyorrhea</li> <li>4. Trench mouth</li> </ol>	<p>Label parts on a ditto sheet &amp; have class list what main function of each is.</p> <p>Hand out chart of teeth.</p> <p>Discuss function of each kind of teeth and relate it to its structure.</p> <p>Bring samples of teeth to class.</p> <p>Discuss causes &amp; reason out how the individual, the doctor and the community can help as a team to prevent cavities.</p> <p>Visit local water department or have a representative come to class or visit a dentist or have him speak to class.</p> <p>Individual projects either in report form or have students bring actual records films, etc. of individual problems.</p>	<p>Craw's Chart</p> <p>Chart in room</p> <p>Pamphlet: <i>They're Your Teeth</i> - American Dental Association.</p> <p>Film: <i>"How and Why"</i> Ind. State Board of Health</p> <p>Film: <i>"Judy's Smile"</i> Ind. State Board of Health</p> <p>"Save Those Teeth" Ind. State Board of Health</p> <p>"Laurie Learns a Secret" School Owned</p> <p>Pamphlets <i>Teens and the Teeth</i></p>



OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>III. Each student practices good dental health habits and regular care program.</p>	<p>A. How and when to brush teeth correctly.</p> <p>B. Importance of diet &amp; healthy teeth.</p>	<p>Use large brush &amp; model of teeth to demonstrate brushing habits.</p> <p>Have students keep a record of daily foods consumed for 2 days. Classify the food used into two categories: basic foods and those contributing to tooth decay.</p>	<p>Local dentist will have such a model.</p> <p>Food Charts</p> <p>Film: "Save Those Teeth" Ind. State Board of Health</p>

### Unit III

#### Physical Health - Digestion and Nutrition

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Knowledge of common terms related to nutrition.	A. Calories Oxidation Energy	Filmstrip on digestion plus film.	Cram New Era Charts
II. Knowledge of what nutrients supply calories.	B. Carbohydrates  Fats  Proteins (a) amino acids (b) complete and incomplete (c) protein needs  Minerals (a) calcium (b) iodine (c) sodium chloride  Vitamins (a) A (b) B - complex (c) C (d) D (e) Scurvy (f) ascorbic acid (g) beriberi  Water  Cellulose	Count calories for 3 days and analyze for nutrient value.  Discuss protein as a body builder.  Discuss foods which contain carbohydrates, starches and sugars.  Discuss daily dietary needs to maintain health.  Check a calorie table.	Filmstrip - Human Digestive System.  Film: "Digestion of Food"  Booklets Calorie Countbook  Nutrition & Health Growth
III. To be able to select the proper type and amount of food.	C. Getting enough of everything.  Nutrition yardstick  Daily food guide	Make a chart showing the four basic food groups.  Show Film  Give out diagram of digestive system. Let class label important parts	Film: "It's All in Knowing Now"

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. Knowledge of the digestive system.	<p>A. Function of the system.</p> <p>Mechanical digestion.</p> <p>Peristaltic waves.</p> <p>Sphincters.</p> <p>Enzymes.</p> <p>Chemical Digestive</p> <p>(a) mouth</p> <p>(b) stomach</p> <p>(c) small intestine</p>	<p>Study health charts.</p> <p>Quiz</p> <p>Review</p> <p>Test</p>	<p>Human Body Transparency Book.</p> <p>Torso</p>
V. Knowledge of how the end products of digestion are absorbed.	<p>A. Small intestine</p> <p>Absorption of amino acids and glucose.</p> <p>Absorption of fatty acids and glycerin</p>	<p>Discuss importance of body eliminating waste.</p> <p>Do one of the experiments on page 150-151, in text.</p>	Filmstrip - Metabolism
VI. Getting rid of food wastes.	<p>B. Food residues in the large intestine</p> <p>(a) rectum</p> <p>(b) feces</p> <p>(c) constipation</p>		
VII. Knowledge of body metabolism.	<p>C. Carbohydrate metabolism</p> <p>Fat metabolism</p> <p>Protein metabolism</p>		

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
VIII. Knowledge of the kidneys and their work.	A. Filtering units of the kidneys. Production of urine. Getting rid of urine. Variations in output of urine. Value of urinalysis.	Discuss importance of kidney elimination.  Student illustrate and label parts of kidney.	Cram Charts  Transparencies
IX. Knowledge of energy metabolism.	A. Measuring basal metabolism. Removing the waste products of oxidation. Body's thermostat. Blood becoming too hot. Blood becoming too cold. Why wear clothes.		Film: Metabolism <u>Ind. St. Board of Health</u>
X. Knowledge of what you can do about digestion.	A. Psychic effect of food. Time out for eating. Emotions and digestion. Pleasant mealtimes. Time out to relax	Discuss how emotions effect the digestive process.  Give oral reports on Beaumont and other men of science.	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
XI. Knowledge of why you get hungry.	<p>A. The action of the stomach.</p> <p>Why it's good to be hungry.</p> <p>To skip or not to skip.</p> <p>Between meal snacks.</p>	Have the Nurse talk about common digestive disorders.	School Nurse
XII. Questions about your weight.	<p>B. What makes a person fat?</p> <p>Why do people over eat?</p> <p>Why see a doctor before trying to lose weight?</p> <p>What about special diets?</p> <p>Food Quacks.</p> <p>What causes underweight?</p>	<p>Discuss in class the reasons for the interest in weight reducing fads.</p> <p>Collect articles on weight reducing programs.</p> <p>Ask Dietician to speak to class.</p>	Film: Weight Reduction

## Unit IV

### Physical Health – Circulatory System

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To understand the parts and function of blood.	A. Blood Plasma. B. Red Cells. C. White Cells. D. Platelets.	Discussion of function of blood and blood cells. Observe stained specimen of blood on glass slide through a compound microscope. Discuss cause and treatment of anemia.	Microscope and Slides  Booklet - Know Your Heart (Adm.)
II. To gain knowledge of the various abnormalities associated with blood.	A. Red cell abnormality. 1. Iron-deficiency anemia. 2. Pernicious anemia. B. White cell abnormality. 1. Leukemia. C. Hemophilia. D. Thrombosis.	Study pamphlets and current literature on hemophilia and leukemia.	Pamphlets - Facts About the Heart and Blood Vessels (Adm.)
III. To know and understand the medical uses of blood and blood products.	A. Blood transfusion. B. Blood banks. C. Blood grouping. D. RH factor. E. Gamma globulin.	Invite representative of the Red Cross to discuss the role they play.	Heart Quiz - (Adm.)  Chart - Circulatory System (Adm.)
		Review  Test	



OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>IV. Knowledge of the structure of the heart and how it functions.</p>	<p>A. Parts of the heart.</p> <ol style="list-style-type: none"> <li>1. Divisions.               <ol style="list-style-type: none"> <li>a. auricles.</li> <li>b. ventricles.</li> </ol> </li> <li>2. Heart valves.</li> <li>3. Blood vessels associated with.</li> </ol>	<p>Use model of heart.</p> <p>Use transparency.</p> <p>Have students label diagram.</p> <p>Obtain beef heart - dissect and identify major structures.</p>	<p>Film -</p> <p>Hemo the Magnificent</p> <p>Transparency -</p> <p>Heart Chart in Room</p>
<p>V. Appreciation of the complexity of the circulatory system.</p>	<p>A. Systemic circulation.</p> <ol style="list-style-type: none"> <li>1. Veins.</li> <li>2. Arteries.</li> <li>3. Capillaries.</li> </ol> <p>B. Pulmonary circulation.</p>		
<p>VI. An awareness of problems associated with the heart.</p>	<p>A. Rheumatic fever.</p> <p>B. Hypertensive heart disease.</p> <p>C. Coronary heart disease.</p> <p>D. Advances in heart surgery.</p> <p>E. Need for thorough heart exam.</p>	<p>Discuss how a simple strep infection can precede rheumatic fever and in turn cause rheumatic heart disease.</p> <p>Relate diet and cholesterol in association with problem of coronary heart disease.</p> <p>Review</p> <p>Test</p>	<p>Model -</p> <p>The Beating Heart (Adm. Building)</p> <p>Film -</p> <p>The Circulatory System (Adm. Building)</p>

## Unit V

### Physical Health - Respiration

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Understands the function and structure of the respiratory system, and its relationship to good health.	<p>A. Why breathing is a must.</p> <p>B. The respiratory tree.</p> <p>1. Trachea.</p> <p>2. Bronchi.</p> <p>3. Bronchioles.</p> <p>4. Alveoli.</p> <p>C. Thorax</p> <p>D. Pleura.</p> <p>E. Diaphragm.</p> <p>F. Ribs.</p> <p>G. Respiration rate.</p> <p>1. Inhale.</p> <p>2. Exhale.</p> <p>H. Respiratory center.</p> <p>1. Carbon dioxide.</p> <p>2. Oxygen.</p> <p>I. Increasing your vital capacity.</p> <p>1. Exercise.</p> <p>2. Endurance.</p> <p>3. Stamina</p>	<p>Discuss parts of respiratory system.</p> <p>Discuss film "Mechanics of Breathing"</p>	<p><u>Model</u> -</p> <p>Transparent Breathing Man (Adm.)</p> <p><u>Filmstrip</u> -</p> <p>"Systems of the Human Body" (Respiratory) (Adm.)</p>
		<p>Discuss filmstrip as a review - "Systems of the Human Body" (Respiratory)</p>	<p><u>Film</u> -</p> <p>"Mechanics of Breathing" (State Board of Health)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. (continued)	<p>J. Oxygen and <i>co2</i> exchange.</p> <ol style="list-style-type: none"> <li>1. Air sacs.</li> <li>2. Capillaries.</li> </ol> <p>K. Your nose as an air conditioner.</p> <ol style="list-style-type: none"> <li>1. Warm.</li> <li>2. Moist.</li> <li>3. Clean.</li> </ol> <p>L. Sinuses.</p> <ol style="list-style-type: none"> <li>1. Sinusitis.</li> </ol> <p>M. Mucous membrane.</p> <p>N. Ciliary escalator.</p> <ol style="list-style-type: none"> <li>1. Cilia.</li> </ol> <p>O. Your nose and weather.</p> <ol style="list-style-type: none"> <li>1. Indoor ventilation.</li> <li>2. Air conditioning.</li> </ol> <p>P. A busy traffic circle.</p> <ol style="list-style-type: none"> <li>1. Pharynx.</li> <li>2. Eustachian.</li> <li>3. Larynx.</li> </ol>	<p>Assign report on effects of air pollution.</p> <p>Assign reports on ways that respiration is affected by emotion, exercise, stimulants, etc.</p> <p>Discuss filmstrip - "This is You - Your Senses"</p> <p>Discuss indoor ventilation and how it affects us.</p> <p>Study scientifically speaking words at end of chapter.</p>	<p>Film -</p> <p>"Breathe of Air" (Adm.)</p> <p>Filmstrip -</p> <p>"This is You - Your Senses" (Adm.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>(continued)</p> <p>II. Realizes the changes that take place that affect speech.</p>	<p>4. <i>Epiglottis</i>.</p> <p>5. Vocal cords.</p> <p>6. Glottis.</p> <p>A. Voice changes in adolescence.</p> <p>1. Vocal cords.</p> <p>2. Larynx.</p> <p>B. Sounds of speech.</p> <p>1. Tones.</p> <p>2. Overtones.</p> <p>a. tongue.</p> <p>b. lips.</p> <p>c. teeth.</p> <p>C. Stuttering.</p> <p>A. Cold (common).</p> <p>B. Secondary infections.</p> <p>1. Bacterial.</p> <p>2. Virus.</p> <p>a. sinusitis.</p> <p>b. middle ear infection.</p>	<p>Ask questions pertaining to voice changes and why?</p> <p>Have class project to study the occurrence of the common cold among class members.</p>	<p><u>Pamphlet</u> - (student)</p> <p>Common cold, the Influenza Emphysema (Adm.)</p>
<p>III. Knows that preventive measures can avoid respiratory problems.</p>			

## OF UNIT. Physical Health - Respiration

GRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	<p>c. bronchitis.</p> <p>d. pneumonia.</p> <p>C. Cold cure.</p> <p>1. Rest.</p> <p>2. Sleep.</p> <p>D. Respiratory Allergies.</p> <p>1. Hay fever.</p> <p>2. Bronchial asthma.</p> <p>3. T.B.</p>	<p>Appoint certain students to report on respiratory allergies.</p>	<p><u>Pamphlet</u> - (Teacher)</p> <p>Management of Chronic Lung Diseases.</p> <p>Emphysema and Chronic Bronchitis. (Adm.)</p> <p><u>Film</u> -</p> <p>Rodney (Adm.)</p>

## Unit VI

### Physical Health - Sensory

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>1. Develops an awareness of the importance of the five senses.</p>	<p>A. How We See</p> <ol style="list-style-type: none"> <li>1. Reflection of light</li> <li>2. Color</li> <li>3. Eye like a camera</li> </ol> <p>B. Structure of the Eye</p> <ol style="list-style-type: none"> <li>1. Protection               <ol style="list-style-type: none"> <li>a. eye orbit</li> <li>b. tear glands</li> <li>c. conjunctiva</li> </ol> </li> <li>2. Parts of Vision               <ol style="list-style-type: none"> <li>a. white of eye</li> <li>1. schera</li> <li>2. choroid</li> <li>3. retina</li> <li>b. pupil</li> <li>c. iris</li> <li>d. rods and cones</li> <li>e. visual purple</li> </ol> </li> </ol> <p>C. Eye Focusing</p> <ol style="list-style-type: none"> <li>1. crystalline lens</li> <li>2. Interior of the eye               <ol style="list-style-type: none"> <li>a. aqueous humor</li> <li>b. vitreous humor</li> </ol> </li> <li>3. Accommodation               <ol style="list-style-type: none"> <li>a. ciliary muscles</li> <li>b. convex and concave lens.</li> </ol> </li> </ol> <p>D. Errors of Refraction</p> <ol style="list-style-type: none"> <li>1. Farsightedness (hyperopia)</li> <li>2. Astigmatism</li> <li>3. Nearsightedness (myopia)</li> <li>4. Cross eye</li> </ol>	<p>Discussion of how life wouldn't be much without the five senses.</p> <p>Diagrams of the ear-eye-tongue-nose. Have the students label the main parts.</p> <p>Have students bring in cow eyes, and dissect them in small groups. Discuss the function of each part.</p> <p>Use the model of the eye and ear to show location of parts.</p> <p>Use the charts for review and as student guide.</p> <p>Bring different kinds of food in to be tested by the students taste buds. Show the students how flavors are determined by the nose.</p> <p>Show filmstrip on "Sense Organs."</p>	<p>Filmstrip - "Your Sense Organs"</p> <p>Class "Charts"</p> <p>Class "Models"</p> <p>Diagrams out of Men. &amp; Tran. Book</p> <p>"Snellen Chart"</p> <p>"Audiometer"</p> <p>A "Watch"</p>



OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. Knows and understands the functions of the five senses.	E. Wearing Glasses 1. Types of eye specialist. a. ophthalmologist (Oculist) b. optometrist c. optician.		
	F. Eye Ailments 1. Cloudy cornea 2. Cataract 3. Glaucoma		
	G. Eye Protection 1. Conjunctivitis (pink eye) 2. Sties 3. Eye accidents 4. Good Lighting 5. Light contrast 6. Glare	Discussion on the disorders of the eye.  Use Snellen chart to test some of the students in the class. Tell the class how the chart is used and how the vision is determined.	
	H. Hearing 1. Vibrations 2. Construction of ear a. outer ear canal b. tympanum (eardrum) c. middle ear (ossicles) 1. hammer 2. anvil 3. stirrup d. oval window e. inner 1. cochlea 2. semicircular canals. 3. lymph 4. auditory strings f. auditory nerve g. eustachian tube	Use blackboard to show some eye disorders and how they can be corrected.  Have discussion on the type of eye specialist and their function.  Tell about the three types of hearing test - Audiometer Whisper test Watch tick test Show how they work. Test some of the students.  Have discussion on how pain is helpful in your daily life.	Audiometer  Watch test

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
	<p>3. Middle ear troubles</p> <ol style="list-style-type: none"> <li>nose blowing</li> <li>swimming</li> <li>middle ear abscess</li> <li>mastoiditis</li> <li>eardrum injuries</li> </ol> <p>4. Hearing loss</p> <ol style="list-style-type: none"> <li>deafness</li> <li>defecting loss</li> </ol> <ol style="list-style-type: none"> <li>audiometer</li> <li>watch tick test</li> <li>whisper test</li> </ol> <p>c. hearing aids</p> <p>I. Smell and taste</p> <ol style="list-style-type: none"> <li>Nose and odors</li> <ol style="list-style-type: none"> <li>olfactory cells</li> <li>olfactory nerves</li> <li>how you smell flavors.</li> </ol> </ol> <ol style="list-style-type: none"> <li>How to taste</li> <ol style="list-style-type: none"> <li>taste receptors</li> <li>only four - -(tastebuds)</li> <li>sweet</li> <li>sour</li> <li>bitter</li> <li>salty</li> </ol> </ol> <p>J. Skin sensations</p> <ol style="list-style-type: none"> <li>Receptor spots</li> <li>Pain</li> </ol>	<p>Have review on vocabulary and discussion on the function of the five senses.</p> <p>Have test.</p> <p>Review test.</p>	

Unit VII

Physical Health - Nervous System

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. Familiarity with the Nervous System and its function in behavior and control of the body processes.	<p>A. Parts of the nervous system.</p> <ol style="list-style-type: none"> <li>Divisions.                             <ol style="list-style-type: none"> <li>Central.</li> <li>Autonomic.</li> </ol> </li> </ol> <p>B. Basic structure.</p> <ol style="list-style-type: none"> <li>Neuron.</li> <li>Dendrites.</li> <li>Axons.</li> </ol> <p>C. Nerve Mechanisms.</p> <ol style="list-style-type: none"> <li>Sensory.</li> <li>Motor.                             <ol style="list-style-type: none"> <li>reflex.</li> <li>habit.</li> </ol> </li> </ol> <p>D. Brain and spinal cord.</p> <ol style="list-style-type: none"> <li>Meninges.</li> <li>Cranial nerves.</li> <li>Spinal nerves.</li> </ol> <p>E. Cerebrum.</p> <ol style="list-style-type: none"> <li>Gray and white matter.</li> <li>Sensory areas.</li> <li>Motor area.</li> <li>Association areas.</li> <li>Speech area.</li> </ol> <p>F. Brain stem and cerebellum.</p> <ol style="list-style-type: none"> <li>Mid brain.</li> <li>Medulla.</li> <li>Pons.</li> </ol> <p>G. C.N.S. and Sleep.</p> <ol style="list-style-type: none"> <li>Why.</li> <li>How.</li> <li>Need.</li> </ol>	<p>Discussion of parts (of) and function (of) nervous system.</p> <p>Use film or filmstrip on Nervous System.</p> <p>Have students label diagram of brain.</p> <p>Use transparency to study parts of C.N.S.</p> <p>Use chart to trace impulses from extremities to brain or spinal cord.</p> <p>Study model of brain to locate specific areas.</p> <p>Assign student projects related to articles about C.N.S. functions.</p> <p>Obtain pamphlets for students to study.</p>	<p>Filmstrip - "The Nervous System"</p> <p>Transparency - C.N.S.</p> <p>Model - Brain</p> <p>Film: "Gateways to the Mind" Ind. Bell</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
II. Familiarity with varying degrees of mental deficiency and difficulties in dealing with these problems.	<p>A. Intelligence.</p> <ol style="list-style-type: none"> <li>1. Measuring intelligence.</li> <li>2. Mental retardation.</li> </ol> <p>B. Brain Problems.</p> <ol style="list-style-type: none"> <li>1. Circulation changes.               <ol style="list-style-type: none"> <li>a. cerebral hemorrhage.</li> </ol> </li> <li>2. Aphasia.</li> <li>3. Tumors.</li> <li>4. Epilepsy.</li> <li>5. Cerebral palsy.</li> </ol>	<p>Investigate causes of mental deficiency.</p> <p>Find out about special schools in our area for the mentally handicapped.</p> <p>Make a list of ways in which the brain can be damaged by circulation failure.</p> <p>Study booklets on Epilepsy - cerebral palsy and assign reports.</p> <p>Assign reports on the conquest of polio.</p> <p>Study pamphlets provided by State Board of Health on rabies.</p> <p>Discuss problems of brain and spinal cord injury relative to location of injury.</p> <p>Test.</p>	<p>Film: "Mental Health" "Epilepsy"</p> <p>St. Board of Health</p> <p>Booklets - Epilepsy Cerebral Palsy</p> <p>Pamphlets - Polio Rabies</p>
III. Appreciation of the medical achievements in controlling infections of the nervous system.	<p>A. Infections of the brain and spinal cord.</p> <ol style="list-style-type: none"> <li>1. Meningitis.</li> <li>2. Encephalitis.</li> <li>3. Paresis.</li> <li>4. Polio.               <ol style="list-style-type: none"> <li>a. salk vaccine.</li> <li>b. live virus vaccine.</li> </ol> </li> <li>5. Rabies.               <ol style="list-style-type: none"> <li>a. vaccination</li> <li>b. what to do about dog.</li> </ol> </li> </ol>		
IV. To gain knowledge about various kinds of brain and spinal cord damage resulting from injuries.	<p>A. Head injuries.</p> <ol style="list-style-type: none"> <li>1. Fractured skull.</li> <li>2. Concussion.</li> </ol> <p>B. Back injuries.</p> <ol style="list-style-type: none"> <li>1. spinal fracture.</li> </ol>		

## **Unit VIII**

### **Physical Health - Endocrine System**

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>I. Knowledge of the general plan of the autonomic nervous system.</p>	<p>A. Nervous System</p> <ol style="list-style-type: none"> <li>1. Ganglia.</li> <li>2. Sympathetic system.</li> <li>3. Parasympathetic system.</li> <li>4. Checks and balances.</li> <li>5. Your feelings.</li> </ol>	<p>Discuss autonomic nervous system.</p> <p>Discussion of vocabulary</p> <p>Give out diagram of the endocrine system. Let class label important parts. With overhead go over it and tell function of each part, telling position, size, shape and color.</p>	<p>Cram New Charts</p> <p>Film: The Endocrine System</p>
<p>II. Knows and understands the parts and functions of the endocrine system.</p>	<p>A. Pituitary gland</p> <p>B. Adrenal glands</p> <ol style="list-style-type: none"> <li>1. adrenal line.</li> <li>2. how you're geared for action.</li> <li>3. what happens when you don't take action.</li> <li>4. adrenal line in medical practice.</li> <li>5. adrenal cortex.</li> </ol> <p>C. Thyroid and parathyroids</p> <ol style="list-style-type: none"> <li>1. thyroid gland.</li> <li>2. simple goiter.</li> <li>3. underactive thyroid.</li> <li>4. cretinism.</li> <li>5. myxedema.</li> <li>6. overactive thyroid.</li> <li>7. parathyroids.</li> </ol> <p>D. Islands of Langerhans</p> <ol style="list-style-type: none"> <li>1. diabetes.</li> <li>2. living with diabetes.</li> </ol>	<p>Discussion over examples of malfunctions of each endocrine gland.</p> <p>Let students give projects.</p> <p>Study health charts</p> <p>Review (Filmstrips)</p> <p>Tests</p>	<p>Filmstrip - The Endocrine System</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
	<p>E. Thymus and the pineal glands.</p> <p>F. Gonads</p> <ol style="list-style-type: none"> <li>1. Sex hormones.</li> <li>2. Reproduction.</li> </ol> <p>G. Endocrine and growth</p> <ol style="list-style-type: none"> <li>1. Hormones.</li> <li>2. Ossification centers.</li> <li>3. Giants</li> <li>4. Midgets</li> </ol>		



## Unit IX

### Physical Health - Skeletal System and Muscular System

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>I. Knows composition of bones in general.</p> <p>II. Understands that the general shape of the various bones is related to its function.</p> <p>III. Know the four different types of joints and how each works.</p> <p>IV. Know the proper &amp; common names of the main bones of the human body and know whether their main duty is to support, protect, or permit locomotion.</p> <p>V. Knows and understands how muscles move the bones.</p>	<p>A. Meaning, location &amp; function of the following:</p> <ol style="list-style-type: none"> <li>1. collagen</li> <li>2. bone cells</li> <li>3. periosteum</li> <li>4. yellow marrow</li> <li>5. red marrow</li> <li>6. calcium-phosphate</li> </ol> <p>B. Protection - flat lever - longer than it is wide.</p> <p>Flexibility - short or irregular</p> <p>C. Discuss types -</p> <ol style="list-style-type: none"> <li>1. ball &amp; socket</li> <li>2. hinge</li> <li>3. pivot</li> <li>4. saddle</li> </ol> <p>D. Complete a list of the main bones.</p> <p>A. Voluntary muscles and how they are attached.</p> <ol style="list-style-type: none"> <li>1. difference between flexors - extensors.</li> </ol>	<p>Label on ditto sheet. Look up meanings. Examine a cross-section of a bone from the butcher shop using a magnifying glass.</p> <p>Bring samples of bones of animals and show to class and/or draw examples of bones in the human body that fall under the 3 categories and label them.</p> <p>List examples of each that are found in the human body.</p> <p>Ditto list - use as a quiz - 4 of class against the other 4.</p> <p>Show by using rubber bands attached to two sticks.</p>	<p>Cram's Chart</p> <p>Human Body Transparencies</p> <p>Bone Set (Adm. Building)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>VI. Understands what oxygen debt is, what causes muscle fatigue, what muscle tone is, &amp; the need for body conditioning. Apply to everyday living.</p>	<p>A. Oxygen debt. B. Muscle fatigue. C. Muscle tone. D. Importance of body conditioning.</p>	<p>Run in place for 1 minute.  Discuss situations that might cause muscle fatigue. Personnel experience.  Discuss everyday activities and various sports that contribute to muscle tone.  Use example of running in place for 1 minute and see who recovers the fastest.</p>	
<p>VII. Understands principle of good posture while standing, walking and sitting.</p>	<p>A. Center of gravity while standing, walking, sitting. Discuss causes of a person to be off balance &amp; how this affects his posture. A. Lack of proper exercises. B. Improper clothing. C. Improper furniture. D. Feet position.</p>	<p>Each student find his center of gravity while sitting, standing, and walking and try to line up everything accordingly.  Have class cite personal examples</p>	<p>Film: "Posture Pals" Ind. St. Board of Health</p>
<p>VIII. Realize causes of poor posture other than that caused by not sitting, standing or walking correctly.</p> <p>IX. Realize and understand correction &amp; prevention of conditions causing poor posture.</p>	<p>A. Buying shoes correctly. 1. High heels 2. Fit 3. Care of Feet B. Importance of podiatrist &amp; chiropodisc</p>	<p>Invite a foot doctor to discuss foot problems related to poor posture.  Invite a reputable shoe salesman to discuss with class on how to buy shoes that fit and are practical</p>	<p>Film: "Improving Your Posture" Ind. St. Board of Health.</p>

Unit X

Community-Social Health - Homemaking

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. To realize what a home is.	<p>A. Security.</p> <p>B. Where you find understanding.</p> <p>C. A place where you belong.</p>	Class discussion.	Personal Experiences.
II. To realize what problems exist in housing.	<p>A. Slums.</p> <p>1. Overcrowdedness.</p> <p>2. Lack of modern facilities.</p> <p>3. Spreading of disease.</p> <p>B. Substandard new buildings.</p>	<p>Look at existing conditions in our town.</p> <p>Find information of other cities and what their problems are.</p>	<p>City - Kokomo Housing Authority Library</p>
III. To understand why these housing problems are of civic and national concern.	<p>A. Healthy people make healthy citizens: healthy citizens better the country we live in.</p> <p>B. City Roles.</p> <p>1. Building and housing codes.</p> <p>2. Permits.</p> <p>C. Federal Roles.</p> <p>1. Agencies concerned.</p> <p>2. Finances.</p>	<p>Find out local codes and information about permits.</p>	<p>County-City Planning Commission.</p> <p>Booklet - Nutrition and Healthy Growth.</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
IV. To know how to buy food economically.	<p>A. Plan menu's in advance.</p> <p>B. Work up a food budget.</p> <p>C. Make grocery lists before going shopping.</p> <p>D. Watch for bargains and best buys in the newspapers.</p>	<p>Set a certain amount of money for food. Have students plan a balanced week's menus. Go through grocery ads in local newspaper, make grocery list and amount of money spent keeping within allotted amounts of money.</p>	<p>Local Thursday newspaper for each student (student can bring them from home or can be gotten from newspaper office).</p>
V. To realize that there is a proper way to prepare foods in order to get the maximum amount of food from set amount and also fulfill nutrition requirements.	<p>A. Maximum amount of food from set amount.</p> <ol style="list-style-type: none"> <li>1. How to peel certain foods.</li> <li>2. Tips on making leftovers appetizing.</li> </ol> <p>B. Stretch and preserve nutrition in foods.</p> <ol style="list-style-type: none"> <li>1. Cook fresh vegetables in as little water as possible.</li> <li>2. Save liquids from cooked and canned vegetables.</li> <li>3. Cook meat, fish, poultry, and eggs at low temperature.</li> </ol>	<p>Invite a representative from the Home Demonstration Department or a representative from the Public Service Company to give a demonstration or provide suitable materials.</p>	<p>Cooperative Extension Agents.</p> <p>Public Service Company.</p> <p>Film -</p> <p>Foods and Nutrition</p>
VI. To realize the importance of health insurance.	<p>A. Cuts down medical costs.</p> <p>B. Cuts down hospital costs.</p> <p>C. Different companies have different benefits.</p>	<p>Have one or more insurance agents talk with the class or provide material or plans his company has on various health insurance plans</p> <p>- or -</p>	<p>Various insurance companies as listed in a local city directory.</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<i>VII. To realize the importance of first aid know-how, various signs for certain illnesses, and what to do.</i>	<p>A. What first aid is?</p> <ol style="list-style-type: none"><li>1. Definition.</li><li>2. Responsibilities.</li></ol> <p>B. Warning Signs (Common).</p> <ol style="list-style-type: none"><li>1. Temperature.</li><li>2. Color of skin.</li><li>3. Condition of skin.</li><li>4. Eyes.</li><li>5. Nausea.</li><li>6. Headaches.</li><li>7. Poisoning.</li><li>8. Shock.</li></ol> <p>C. What do do?</p> <ol style="list-style-type: none"><li>1. Keep person quiet.</li><li>2. Head raised or lowered.</li><li>3. Relieves fears and anxieties.</li><li>4. Keep person warm.</li><li>5. Make conditions pleasant.</li><li>6. How to take temperatures.</li><li>7. How to take a person's pulse.</li></ol>	<p>Assign committees, certain companies to investigate a set of questions made up by the class as a whole.</p> <p>Discuss in class.</p> <p>Assign situations and see if individual students can come up with sensible solutions. Discuss as a group.</p> <p>Demonstrate use of thermometer.</p> <p>Have each student take pulse of another person.</p>	<p>Book - <u>Red Cross First Aid Textbook.</u></p> <p>Film - <u>First Aid: American Red Cross</u></p>

Unit XI

Community-Social Health - Friendships



OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>I. To understand why some people have the knack of making friends and other people don't.</p> <p>II. To help students realize how one can make and keep friends.</p>	<p>A. Family life and the way you were brought up.</p> <p>B. Overly self-centered.</p> <p>A. Indicating an interest.</p> <ol style="list-style-type: none"> <li>1. Listening.</li> <li>2. Praising.</li> </ol> <p>B. Join reputable groups.</p> <p>C. Be friendly towards those you want to have as friends. Be the initiator.</p> <p>D. Be pleasant.</p> <ol style="list-style-type: none"> <li>1. Looks.</li> <li>2. Mannerism.</li> </ol> <p>E. Be loyal and honest.</p> <p>F. Give and take.</p> <p>G. Be yourself and don't pretend to be what you're not.</p>	<p>Role - playing.</p> <p>Class Discussion.</p>	<p>Textbook</p>
<p>III. To begin to understand boy-girl relationships.</p>	<p>A. Difference in maturing.</p> <p>B. Have some problems.</p> <p>C. Dating.</p> <ol style="list-style-type: none"> <li>1. Parent's View.                             <ol style="list-style-type: none"> <li>a. Age.</li> <li>b. Rules.</li> <li>c. Manners.</li> </ol> </li> </ol>	<p>Have panel made up of boys and girls and attempt to answer vital questions wanted by groups.</p>	<p>Pamphlet -</p> <p><u>Are You In The Know?</u> Kimberly-Clark Corp. Necnah, Wisconsin (For girls only)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
III. (continued)	<ol style="list-style-type: none"><li>2. Teen-ager's view.<ol style="list-style-type: none"><li>a. Age.</li><li>b. Rules.</li><li>c. Manners.</li></ol></li><li>3. Code (Mutual)<ol style="list-style-type: none"><li>a. Understanding between parents and teen-agers.</li></ol></li></ol>	<p>Make up a questionnaire. Have students go it with parents - come up with mutual understandings - making list of do's and don'ts and why.</p>	<p><u>Filmstrip</u> - Beginning to Date (Adm.)</p>

Unit XII

Community-Social Health - Driver Safety

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>Knowledge of the relationship of the automobile and the american society.</p>	<p>A. Effect of the automobile on modern life.</p> <p>B. History of the auto.</p>	<p>Visit Elwood Haynes Museum.</p> <p>Show and discuss film on the Auto Revolution.</p>	<p>Film: Auto Evolution</p>
<p>II. Familiarity with safety features built into modern automobiles.</p>	<p>A. The Car.</p> <ol style="list-style-type: none"> <li>1. Safety check.               <ol style="list-style-type: none"> <li>a. parts.</li> </ol> </li> </ol> <p>B. Driver.</p> <ol style="list-style-type: none"> <li>1. Attitudes.               <ol style="list-style-type: none"> <li>a. drinking.</li> <li>b. drugs.</li> </ol> </li> <li>2. Judgment.</li> <li>3. Reaction time.</li> <li>4. Physical qualifications.</li> </ol>	<p>Debate: Is it true: you drive as you live.</p> <p>Bring in news articles which illustrate poor driving attitudes.</p>	<p>Film:</p> <p>Newspaper</p>
<p>III. Develop a proper attitude towards the responsibility of driving an automobile.</p>	<p>A. Special driving situations</p> <ol style="list-style-type: none"> <li>1. Speed.</li> <li>2. Night driving.</li> <li>3. Bad weather.</li> <li>4. Traffic Signals.</li> <li>5. Turns.</li> <li>6. Passing.</li> <li>7. Following distance.</li> </ol>	<p>Have school safety police officer speak.</p>	

Unit XIII

Community-Social Health - Happy Successful Life

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
1. To realize that a happy successful life just doesn't happen. Effort must be exerted in order to achieve it.	<p>A. Plan ahead.</p> <ol style="list-style-type: none"> <li>1. Understand yourself.</li> <li>2. Seek advice.</li> <li>3. Look into your interests.</li> <li>4. Set practical goals wisely and work for that goal.</li> </ol> <p>B. Jobs.</p> <ol style="list-style-type: none"> <li>1. Role of individual personalities.</li> <li>2. Appearance.</li> <li>3. Attitude.</li> <li>4. Work habits.</li> </ol> <p>C. Marriage.</p> <ol style="list-style-type: none"> <li>1. What it is.</li> <li>2. Readiness               <ol style="list-style-type: none"> <li>a. financially.</li> <li>b. emotionally.</li> </ol> </li> <li>3. Choosing a partner.               <ol style="list-style-type: none"> <li>a. health.</li> <li>b. common interests &amp; tastes.</li> <li>c. similar social backgrounds and standards.</li> </ol> </li> </ol>	<p>Class discussions.</p> <p>Class discussions.</p> <p>Discussion.</p>	<p>Film -</p> <p>Planning for Success (Coronet) Coronet Instructional Films - 65 E. South St., Chicago 1, Ill. (Shows how long-range goals must be adjusted to present standards of ability)</p> <p>Pamphlet -</p> <p>Planning Your Future Howard County Mental Health Ass'n. 317 W. Walnut St., Kokomo, Indiana 46901.</p> <p>State Unemployment Agency</p> <p>Film -</p> <p>Are You Ready for Marriage? Coronet Instructional Films, Coronet Building, Chicago 1, Ill.</p> <p>Consult - Howard County Mental Health Association.</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. (continued)	<p>d. love.</p> <p>3. When things go wrong.</p> <p>a. why?</p> <p>(1) don't realize what all goes into a marriage before the ceremony is performed.</p> <p>(2) young couples grow apart.</p> <p>a. interests changes.</p> <p>b. friends change.</p> <p>c. emotionally immature.</p> <p>(3) develop annoying habits to each other.</p> <p>b. what to do.</p> <p>(1) marriage counselors.</p> <p>(2) ministers.</p>		

Unit XIV

Community-Social Health - Drug Education



NAME OF UNIT: Community - Social Health - Drug EducationGRADE LEVEL: 8

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>I. Know that drugs when misused cause problems.</p>	<p>A. All drugs are potentially dangerous.</p> <ol style="list-style-type: none"> <li>1. Some agents may be dangerous if used only once, e.g. LSD.</li> <li>2. Overdose of some drugs may be dangerous.</li> </ol> <p>B. Physical problems.</p> <ol style="list-style-type: none"> <li>1. Damage to vital organs.</li> <li>2. Aggravate existing health problems.</li> <li>3. Mask signs, and symptoms of disease.</li> <li>4. Malnutrition.</li> <li>5. Dependency.</li> <li>6. Withdrawal.</li> <li>7. Tolerance.</li> <li>8. Death.</li> </ol> <p>C. Psychological.</p> <ol style="list-style-type: none"> <li>1. Hallucinations - unpredictable recurrent.</li> <li>2. Insanity - temporary or permanent.</li> </ol>	<p>Dictionary study of terms as they relate to drug abuse.</p>	<p><u>Pamphlet -</u></p> <p><u>Thinking About Drinking.</u> (Adm.)</p> <p><u>Drug Abuse: The Chemical Cop-Out.</u> (Adm.)</p> <p><u>Narcotics, Marihuana, Up and Down Drugs, LSD.</u> (Adm.)</p> <p><u>Books -</u></p> <p><u>Cohen, Sidney, The Drug Dilemma.</u> (Adm.)</p> <p><u>Drug Abuse: Escape to Nowhere.</u> (Adm.)</p> <p><u>The Crutch That Cripples</u> (Adm.)</p> <p><u>Film -</u></p> <p><u>"Your Amazing Mind"</u> (Adm.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. (continued)	<p>3. Dependency.</p> <p>D. Social.</p> <ol style="list-style-type: none"> <li>1. Rejection.</li> <li>2. Family problems.</li> <li>3. Loss of income.</li> <li>4. Accidents.</li> </ol> <p>E. Legal.</p> <ol style="list-style-type: none"> <li>1. Strict penalties for illegal possession, distribution, use, importing, exporting, compounding, and manufacturing of drugs.</li> <li>2. Loss of certain rights if convicted.</li> <li>3. Driving under the influence of drugs.</li> </ol> <p>F. Special health problems related to use of illegal drugs.</p> <ol style="list-style-type: none"> <li>1. Unpredictable reaction because purity and strength are unknown.</li> <li>2. Insanitary production.</li> <li>3. Danger of infection from insanitary administration.</li> </ol>	<p>Write to National Safety Council for accident facts related to the use of drugs.</p> <p>Assign special reports on penalties for illegal use.</p> <p>Have students collect newspaper clippings of accidents caused by use of alcohol or other drugs.</p> <p>Inquire from police department the penalties for driving under the influence of alcohol and other drugs.</p> <p>Assign talented students to write an article for the school paper on why they think young people experiment with drugs.</p>	<p>Pamphlet - Local Police Department Pamphlet, <u>Drugs and Driving.</u> (Adm.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
I. (continued)		Invite a physician or social worker to discuss treatment and rehabilitation for dependency.	<u>Pamphlet -</u> <u>Vogel and Vogel, Facts About Narcotics and Dangerous Drugs. (Adm.)</u>
II. To understand that people misuse drugs for many reasons.	<p>G. Difficulties of treatment and rehabilitation of the addict.</p> <p>A. Peer acceptance.</p> <p>B. Curiosity - desire to experiment.</p> <p>C. To feel mature.</p> <p>D. Rebellion against authority.</p> <p>E. Social customs - religious traditions and festive occasions.</p> <p>F. Escape from reality - a substitute for facing and solving personal problems, emptiness, loneliness, isolation.</p> <p>G. Habit.</p> <p>H. Personality inadequacy.</p> <p>I. As a result of long-term illness.</p> <p>J. Compulsion.</p> <p>K. Dependency.</p>	<p>Ask students to think about the reasons their friends misuse drugs. Analyze in what ways they are different from those who do not misuse drugs.</p> <p>Discuss ways of coping with problems more constructively than by trying to run away from them.</p> <p>Analyze why students misuse drugs.</p>	

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>III. To safeguard health throughout life.</p>	<p>A. Scientific information cannot be ignored, e.g. - physiological effects of drugs upon the body.</p> <p>B. Further research essential to additional information about effects of drugs on the body.</p> <p>C. The need for regular medical care.</p> <p>D. The dangers of unsupervised use of drugs.</p> <ol style="list-style-type: none"> <li>1. Drugs affect people differently and the same people differently at different times.</li> <li>2. Allergic reaction.</li> <li>3. Combination of certain drugs may be lethal, e.g. alcohol and barbiturates.</li> <li>4. Excessive and prolonged use of over-the-counter products may delay needed medical diagnosis and treatment.</li> </ol>	<p>Review recent issues and conclusions about drugs commonly abused e.g. marihuana.</p>	<p>Film - "Marihuana" (Local Sheriff's Dept.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>III. (continued)</p>	<p>E. Provisions for protection.</p> <ol style="list-style-type: none"> <li>1. Laws.               <ol style="list-style-type: none"> <li>a. harrison narcotic act and subsequent amendments.</li> <li>b. pure food and drug act and amendments.</li> <li>c. state laws.</li> </ol> </li> <li>2. Agencies.               <ol style="list-style-type: none"> <li>a. world health organization.</li> <li>b. food and drug administration.</li> <li>c. bureau of narcotics and dangerous drugs.</li> <li>d. federal trade commission.</li> <li>e. bureau of customs.</li> <li>f. state and local health departments.</li> <li>g. law enforcement.</li> </ol> </li> </ol>	<p>Teacher presentation - How laws protect the individual consumer, e.g., quality control.</p> <p>Write U.S. Customs Bureau to obtain information about measures to prevent smuggling drugs.</p>	<p><u>Pamphlet -</u></p> <p><u>Read the Label -</u> (Adm.)</p>

OUTCOMES	SUBJECT MATTER	LEARNING EXPERIENCES	RESOURCE MATERIAL
<p>III. (continued)</p>	<p>F. Sources of immediate help.</p> <ol style="list-style-type: none"> <li>1. Personal physician or medical society.</li> <li>2. Local hospital or clinics.</li> <li>3. School counselors, teachers, nurses.</li> <li>4. Minister.</li> <li>5. Ombudsman's concept of assistance. (Interested teachers and counselors provide help for non-violent users without informing police.)</li> </ol>	<p>Conduct class discussion on how young people should communicate their feelings when they need help.</p> <p>Discuss and role play "What would you do if you found out your best friend was using drugs? Report it? Keep it to yourself and try to help? Why?"</p> <p>Show film.</p>	<p>Film - "Narcotics - The Inside Story" (Adm.)</p>
	<p>G. Good health requires continuous interaction of physical, intellectual, emotional and social development.</p> <ol style="list-style-type: none"> <li>1. The need for balance in living for total health.</li> </ol>	<p>Have students chart a week's activities to determine proportion of time spent in each health area.</p>	